

**A Crucible Moment:
College Learning and Democracy's Future**

A Report to the Nation

Submitted by

The Civic Learning and Democratic Engagement National Task Force

on behalf of

**The Global Perspective Institute, Inc. (GPI, Inc.) and the Association of American Colleges and
Universities (AAC&U)**

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“Each generation must work to preserve the fundamental values and principles of its heritage . . .to narrow the gap between the ideals of this nation and the reality of the daily lives of its people; and to more fully realize the potential of our constitutional, democratic republic. We can emerge from this civic recession, but to do so will require a full-scale national investment from every level of government and every sector of society.”

**Charles N. Quigley, Executive Director, Center for Civic Education
(May 4, 2011 Statement on *The Nation’s Report Card: Civics 2010*)**

Acknowledgments

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The report is deeply influenced by a series of five national roundtables organized by GPI and AAC&U between December 2010 and March 2011. These gatherings deliberately sought to bring together diverse constituents and those with divergent opinions about civic learning and how to make it central for every student rather than optional for only a few. We are grateful to each person who spent a day in Washington, DC deliberating with us and sent in many written responses to draft versions of the report. This process involved 134 participants representing 61 community colleges, four-year colleges, and universities; 26 civic organizations; 9 private and government funding agencies; 15 higher education associations; and 12 disciplinary societies. Participants included civic leaders, college presidents, students, faculty, student affairs professionals, policy makers, heads of funding agencies, community leaders, higher education researchers, and directors of civic entities on and off campus.

We are grateful for the wise advice and guidance of the project's Civic Learning and Democratic Engagement National Task Force whose names are listed in Appendix I. They brought to the project their wide ranging scholarship, long experience as national leaders, and passion for student learning and cultivating a robust democratic society.

We acknowledge the support of the U.S. Department of Education, which spearheaded the call for elevating civic learning and democratic engagement in the everyday experiences of college students wherever they are, and whatever they are studying.

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Larry Braskamp, GPI

Caryn McTighe Musil, AAC&U

A Crucible Moment: College Learning and Democracy's Future

I. Why Education for Democratic Citizenship Matters

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Preamble to the Constitution of the United States of America

"Did you...suppose democracy was only for elections, for politics, and for a party name? I say democracy is only of use there that it may pass on and come to its flower and fruits in manners, in the highest forms of interaction between men, and their beliefs—in religion, literature, colleges, and schools—democracy in all public and private life..."

Walt Whitman, *Democratic Vistas* (quoted in Barber and Battistoni 2011)

Events "are moving us toward what cannot be," warns David Mathews, president of the Kettering Foundation, "a citizenless democracy" (London 2010, iv). The oxymoronic phrase is chilling. Mathews points to a whole set of trends and practices that "sideline citizens": recasting people's roles from producers of public goods to consumers of material ones, gerrymandering districts and thus exacerbating the deep divides that already shape our politics, shrinking opportunities for civic alliances, and replacing what ought to be thoughtful deliberation about public issues with incivility and hyper-polarization. The most recent Civic Health Index captures citizen passivity in its finding that only 10% of citizens contacted a public official in the previous year (Corporation for National and Community Service and the National Conference on Citizenship 2010).

In response to these and other dangerous trends, this national report calls for investing on a massive scale in higher education's capacity to help renew this nation's social, intellectual, and civic capital.

A decade ago, Robert Putnam in *Bowling Alone* (2000) argued that there was a decline in social capital, especially in what he referred to as "bridging capital," which he defined as capacities to work across differences. Withdrawal into comfortable enclaves and wariness of others who are different persist, while public confidence in the nation's political institutions erodes in a downward trajectory. A New York Times/CBS News poll on September 16, 2011 revealed that only 12% of Americans approve of the way Congress is handling its job (Kopicki). In 2007 a conference entitled "Civic Disengagement in our Democracy" provided evidence that among the 172 world democracies, the U.S. ranks 139th in voter participation (McCormick Tribune Foundation, 2007, 6). Conference leaders also warned that there was a "decline in quality and quantity of civic education in schools" (7). These assessments reiterate an earlier warning from the National Commission on Civic Renewal chaired by William Bennett and Sam

Nunn in 1998 that asserted, “In a time that cries out for civic action, we are in danger of becoming a nation of spectators” (1998, 12).

As a democracy, the United States depends on a knowledgeable, public-spirited, and engaged population. Education plays a fundamental role in building civic vitality, and in the 21st century, higher education has a distinctive role to play in the renewal of U.S. democracy. Although the National Commission on Civic Renewal overlooked higher education as a potential source of civic renewal, this report argues that colleges and universities are among the nation’s most valuable laboratories for civic learning and democratic engagement. The beneficiaries of investing in such learning are not just students or higher education itself. The more civic-oriented colleges and universities become, the greater their overall capacity to spur local and global economic vitality, social and political well-being, and collective action to address public problems.

But today, the forms of civic learning that should be a resource both for educational excellence and for democratic renewal are provided only for a minority of students, lessening higher education’s potential civic impact. Programs at many postsecondary institutions are not designed to prepare students to engage the questions Americans face as a global democratic power.

With this report we call on the higher education community—and *all* its stakeholders—to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education, public and private, two-year and four-year. That will require constructing educational environments where education for democracy and civic responsibility is pervasive, not partial; central, not peripheral.

David Mathews describes democracy as depending on an ecosystem, not only of legislative bodies and executive agencies, but also of civic alliances, social norms, and deliberative practices that empower people to work together in what Elinor Ostrom calls the “coproduction” of public goods (London 2010, iv). Every sector and every person can contribute to this civic enterprise, including the K-12 education sector, where educating for democracy and civic responsibility needs to be a bedrock expectation.

A Crucible Moment: College Learning and Democracy’s Future focuses specifically on how higher education can serve—for this generation of students and for the nation’s globally-situated democracy—as one of the defining sites for learning and practicing democratic and civic responsibilities. While all parts of the higher education enterprise have roles to play in building civic capital for our society, the focus of this report is on undergraduate education. With postsecondary education now viewed as necessary preparation for today’s economy, higher education has a new and unparalleled opportunity to engage the majority of Americans with the challenges we face as a diverse and globally engaged democracy. Moreover, today’s U.S. college campuses, both physical and virtual, bring together a wider range of students than ever in our history across class and color, religion and gender, nationalities and ages. As such, two and four-year colleges and universities offer an

intellectual and public commons. There it is possible not only to theorize about what education for democratic citizenship in a diverse society might require, but also to rehearse that citizenship daily in the fertile, roiling context of inquiry and hands-on experiences accomplished with fresh insights amidst differences.

Unfortunately, the commitment to foster foundational knowledge about U.S. democracy or to expand civic capacities to shape a better world in concert with others has been pushed off the priority list in K-12 schools. Nor is it yet an expectation for every college student. Like the ocean at low tide, even the most minimal gestures toward civic education have begun to recede from the K-12 curriculum. While there is some prodding about civic matters from some State Higher Education Commissions, they usually center on community service done outside a classroom context or focus on increasing the number of citizens who vote. Both of these are valuable goals, but even together they are insufficient to offset the civic erosion we are experiencing. The times call for visionary leadership that locates education for democracy as a focal point of educational study, reflection, and practice. This moment in history also calls on us to embrace a comprehensive and contemporary vision for civic learning that includes knowledge, skills, values, and the capacity to work with others on civic and societal challenges. Investing in these forms of learning can help increase the number of informed, thoughtful, and public-minded citizens more prepared to contribute in the context of the diverse, dynamic, globally connected United States.

The gravitation pull, however, is in exactly the opposite direction—to democracy’s peril. As former Supreme Court Justice Sandra Day O’Connor observes, “Half of the states no longer make it [civics] a requirement to get out of high school,” which she describes as “a remarkable withdrawal from the very purpose we had originally for public school” (2010).

Ten indicators of anemic U.S. civic health

- 1. U.S. ranked 139th** in voter participation of 172 world democracies in 2007.
- 2. The 2010 Civic Health Index** indicates that **only 10% of citizens** contacted a public official in 2008-2009.
- 3. 24% of graduating high school seniors** scored at the proficient or advanced level in civics in 2010, fewer than in 2006 or in 1998.
- 4. Fewer than 70%** of high school seniors reported learning about important parts of civic knowledge in 2010, including the U.S. Constitution, Congress, or the court system.
- 5. Half of the states no longer require civics education** for high school graduation.
- 6. College seniors scored only 54% correct answers** on a test measuring civic knowledge.
- 7. Opportunities to develop civic skills in high school through community service, school government, or clubs are available disproportionately to wealthier students.**
- 8. Just over one third college faculty** surveyed in 2007 **strongly agreed** that their campus actively promotes awareness of U.S. or global social, political, and economic issues.
- 9. 35.8% of college students** surveyed **strongly agreed** that faculty publicly advocate the need for students to become active and involved citizens.
- 10. One third of college students surveyed strongly agreed** that their college education resulted in increased civic capacities.

Note: All the indicators above are taken from references embedded in the body of the report where their citations can be found.

Secondary schools typically require only three years of history and social studies altogether to address the entire spectrum of U.S. history, world and western history, global cultures and challenges, democratic ideals and institutions, and the social and political systems that frame our world. With such compressed time devoted to these topics, students learn too little about them. In the most recent national test of history competence, only 12% of U.S. seniors performed at or above the proficient level (National Center for Education Statistics 2011a). Similarly, the Southern Poverty Law Center's report assigned thirty-five states an F grade because the history standards in their states "require little or no mention" of the civil rights movement" (Dillon 2011), which is the most powerful example in the twentieth century of a transformative, broad-based, intergenerational and interracial social movement for full democratic citizenship. Furthermore, researchers find that opportunities to work directly on civic issues in high school through community service, school government, or service clubs are disproportionately available to wealthier students (CIRCLE 2002).

Notably, despite all of the energy being devoted to the development of "Common Core Standards" by the National Governors Association and the Council of Chief State School Officers, the standards released in 2010 do not address the content knowledge students need for democratic citizenship or global participation. At the federal level, the Department of Education's March 2010 ESEA *Blueprint for Reform* calls for "a complete education" that includes not only literacy, mathematics, science, and technology but also history, civics, foreign languages, the arts, and other subjects. Yet even here the report makes clear that public reporting of student achievement in this more ambitious conception of 21st century school learning is left to the discretion of the states (U.S. Department of Education 2010). This Task Force believes that a great democracy needs to hold itself accountable for all students' civic and democratic learning, U.S. and global.

And so, as numerous studies reveal, we find ourselves in the midst of what Charles N. Quigley, Executive Director of the Center for Civic Education, calls a "civic recession." The U.S. Department of Education's 2010 National Assessment of Educational Progress (NAEP) in civics for K-12 education underscores one facet of that disturbing reality (see sidebar next page). NAEP examines 4th, 8th, and 12th grade competencies in five basic civic concepts: civic life, the American political system, principles of democracy, world affairs, and roles of citizens (National Center for Education Statistics 2011b). As the 2011 report explains, the assessment is not gauging mere recitation of facts but students' ability to identify and describe concepts, explain and analyze them, and evaluate and defend a position.

The most recent results were abysmal. Looking at the 2010 average score for each grade level against those from 2006 and 1998, there was no significant change in average score for 8th graders, and there was an actual decline for 12th graders. Fewer high school seniors scored at the proficient or advanced level than in 2006. A higher percentage scored below basic levels. The only heartening finding was a 3% improvement in civic literacy among 4th graders since 2006. There is indeed an eclipse of civic knowledge, and it is of a long duration.

With so many students now enrolling in higher education, we might hope that postsecondary study would repair these omissions and build the kinds of civic knowledge that a global democracy needs. But here too, studies show the opposite. The Intercollegiate Studies Institute measures civic knowledge among college students. Half of 14,000 incoming freshmen tested by ISI failed a 60-question multiple choice test; seniors fared only slightly better with seniors scoring 54% correct answers, which is still a failing grade (Barton and Coley 2011, 27). It is no surprise then that most Americans cannot name the liberties protected in the Bill of Rights, and, when polled about it, seem to think such rights are unnecessary (Romano 2011). Many cannot name the vice president of the United States, their senators, or their state representatives. Measured by most political talk shows and many town hall meetings, civil discourse and taking seriously the perspectives of others remain largely unpracticed arts.

Findings from *The Nation's Report Card: Civics 2010*

- 24% of graduating high school seniors scored at the proficient or advanced levels for civics, while 36% scored below the basic level.
- Less than one-half of 12th graders reported studying international topics as part of a civics education, and fewer than 70% reported learning about certain important areas of domestic civic knowledge including the U.S. Constitution, Congress, the court system, or elections and voting. **All of these figures reflect decreases from 1998 levels.**
- Racial gaps in student performance continue to be substantial: A 29-point gap exists between the average scores of white and African American high school seniors, and a 19-point gap exists between white and Hispanic high school seniors.

Our nation finds itself in a befuddling juxtaposition of realities. We have the highest access to voting rights in our history, but struggle to muster half of eligible voters to exercise their rights. Despite a public that remains quite disengaged with electoral politics, Gallup's poll on civic health reveals that Americans contribute more time and money to those in need than citizens in any country in the world (Gallup 2011). There is, then, not a shortage of individual acts of generosity but rather of civic knowledge and action.

Confounding matters, many public leaders have not turned to higher education to leverage the civic deficits that threaten the vitality of U.S. democracy. This is a dramatic oversight. Over the last two decades, hundreds of trailblazing colleges and universities have led the way toward democratic renewal by building innovative forms of civic learning for students and establishing transformative partnerships with the wider community, at home and abroad. In these programs, citizens, faculty, and students work together on a host of public problems, ranging from education and poverty to health and sustainability. In applying knowledge to address real-world issues in concert with others, some colleges are helping students move from civic knowledge to civic action, thus enhancing their preparation to be informed, active citizens when they graduate.

Tom Ehrlich, a distinguished civic scholar and leader, describes the civic reform movement: “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes” (Ehrlich 2000, vi).

While the civic reform movement in higher education has affected almost all campuses, its influence is partial rather than pervasive. Civic learning and democratic engagement remain optional rather than expected for almost all students. As this report explains in Chapters IV and V, civic efforts already in place in postsecondary education can and should be taken to the next level and become integral to postsecondary learning whatever the students’ area of study. Moreover, this emergent kind of civic engagement ought to be better aligned with needed reforms in K-12. Nonetheless, higher education’s investments in education for democracy are sufficiently advanced that researchers now are able to report their positive impact on civic learning and democratic engagement for those college students who took part (Vogelgesang and Astin 2005; Colby et al. 2003; Jacoby and Associates 2009). We know that the more students take part in high-quality civic experiences in college, the greater their growth along many civic dimensions. As this report will explain in more detail, we also know that students’ involvement in these activities is positively correlated with increased retention and completion rates (Brownell and Swaner 2010; Campus Compact 2008). This is promising news indeed for a nation where far too many students leave college without completing a degree.

A More Comprehensive Definition of Civic Learning is Required in the 21st Century

With its focus on higher education as a site for citizenship, *A Crucible Moment: College Learning and Democracy’s Future* uses the dual terms of civic learning and democratic engagement to emphasize the civic significance of **preparing students with knowledge and for action**. Today’s education for democracy needs to be informed by deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate—with people of differing views and backgrounds—towards common solutions for the public good. Anne Colby and her colleagues capture the complexity of civic learning and democratic engagement when they define democracy as “fundamentally a practice of shared responsibility for a common future. It is always the unfinished task of making social choices and working toward public goals that shapes our lives and the lives of others” (Colby et al. 2007, 25). Moreover, as historian Diane Ravitch observes, “A society that is racially and ethnically diverse requires, more than other societies, a conscious effort to build shared values and ideals among its citizenry” (Ravitch 2000).

The multifaceted dimensions of civic learning and democratic engagement necessary in the United States at this point in its history are suggested in Figure 1 below. It maps a contemporary definition of civic and democratic learning, underscoring the breadth and scope of preparation for knowledgeable citizenship that a highly diverse and globally engaged democracy requires. Stressing that point is one

of the overriding recommendations in the National Call to Action presented in Chapter III. An earlier definition of “civics education” that stressed familiarity with the various branches of government and acquaintance with basic information about U.S. history is essential but no longer nearly enough. Americans still need to understand how their political system works and how to influence it. But they also need to understand the cultural and global contexts in which democracy is both deeply valued and deeply contested. Moreover, the full competencies in civic learning cannot be learned only by studying books; democratic knowledge and capabilities are honed through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the well-being of the nation and the world.

The framing in Figure 1 is suggestive, not definitive. Much more work is required to develop even greater clarity about component elements of civic and democratic learning in this global century, and in Chapter III, we call for a new commitment to undertake that work. Nonetheless, the four categories of knowledge, skills, values, and action are widely shared, if sometimes differently emphasized, among civic educators and practitioners. Similarly, in the many analyses of civic learning cited in this report, the more specific learning outcomes listed under each of the four categories in Figure 1 appear with varying language but recurring consistency. The contemporary scope of civic knowledge and its application thus present a formidable yet exhilarating educational agenda of significant proportion. As such, it invites educators, scholars, and policy-makers to re-imagine how to creatively locate education for civic learning and democratic engagement at the heart of our nation’s educational systems and throughout the pipeline from school through college and beyond.

Figure 1: Components of 21st Century Civic Learning and Democratic Engagement

Knowledge

- Familiarity with key democratic texts and universal democratic principles and with selected debates—in U.S. and other societies—concerning their applications
- Historical and sociological understanding of several democratic movements, both in the U.S. and in other parts of the world
- Understanding one's sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public
- Knowledge of the diverse cultures, histories, values, and contestations that have shaped U.S. and other world societies
- Exposure to multiple religious traditions and to alternative views about the relation between religion and government
- Knowledge of the political systems that frame constitutional democracies and of political levers for influencing change

Skills

- Critical inquiry, analysis, and reasoning
- Quantitative reasoning
- Gathering and evaluating multiple sources of evidence
- Seeking, engaging, and being informed by multiple perspectives
- Written, oral, and multi-media communication
- Deliberation and bridge-building across differences
- Collaborative decision-making
- Ability to communicate in a second language

Values

- Respect for freedom and human dignity
- Empathy
- Open-mindedness
- Tolerance
- Justice
- Equality
- Ethical integrity
- Responsibility to a larger good

Collective Action

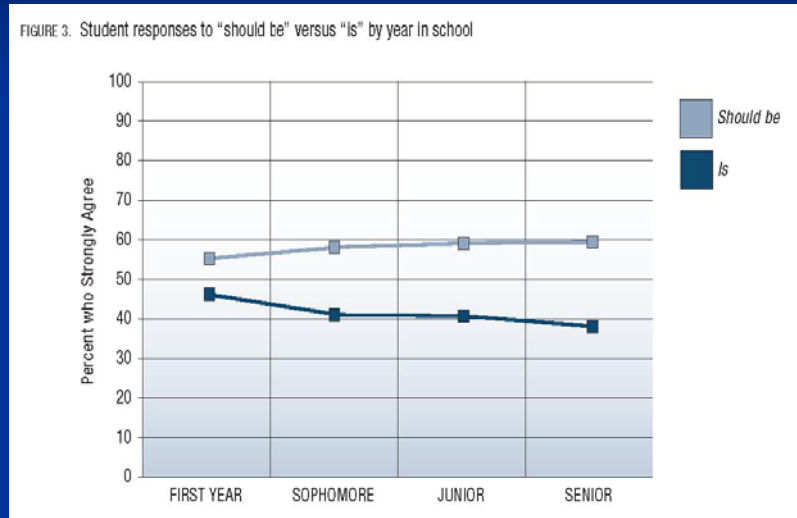
- Integration of knowledge, skills, and examined values in order to exercise informed action to address public problems
- Moral discernment and behavior
- Navigating political systems and processes, both formal and informal
- Public problem-solving with diverse partners
- Compromise, civility, and mutual respect

By investing more strategically to educate students fully along the four-part civic continuum, higher education can help ignite a more wide-spread civic renewal in America. When deep learning about complex questions with public consequences is coupled with college students' energies and commitments, democratic culture is reinvigorated. Despite the label of disengagement often pinned to their t-shirts by others, evidence points to how a majority of the current generation of young people cares deeply about public issues. While many are alienated by polarized, partisan debates, corporate influence over policy making, and inefficient government processes, a significant portion of college students are interested in community service that leads to systemic social and political change. They also want to have more meaningful opportunities to discuss and address public issues (Kiesa 2007). In reshaping the college experience, we need to capitalize on the yearning, the inclination, and the commitments of such students.

In a 2009 survey of entering college students undertaken by UCLA's Higher Education Research Institute (HERI), 35.8% responded that "becoming a community leader" was "essential" or "very important" and reported showing more commitment to treating each other as equal citizens when compared to older generations (Pryor et al. 2009). Moreover, when available, students in ever-increasing numbers are flocking to civic engagement opportunities in college often spurred by earlier volunteer work in the year before they entered college. In the same survey, 85.3% of entering first-year students responded "frequently" or "occasionally" to the item, "performed volunteer work" as high school seniors (Pryor et al. 2009). HERI data reveals that the pattern of service remains high in the college years as well: 81.2% of graduating seniors report being engaged in some form of community service during college (DeAngelo, pers. comm. 2011).

Another national study indicates that students want more from their colleges than they are getting in terms of institutional emphasis on contributing to the larger community. The longer the students stay in college, the wider the gap becomes between their endorsement of social responsibility as a goal of college and their assessment of whether the institution is providing opportunities for growth in this area (see Figure 2; Dey and Associates 2009).

Figure 2. Percentage of students who strongly agree that contributing to community “should be” a major focus of college and “is” a major focus of college, by year in school



Dey and Associates 2009

In that same study, the assessment by students of whether their campus values and promotes contributing to the larger community declines from first to senior year. While 44.8% of first-year students strongly agreed that their campus actively promoted awareness of U.S. social, political, and economic issues, only 34.3% of seniors strongly agreed with this statement. There was an even more striking discrepancy in the global arena. Among first-year students, 43.3% strongly agreed that their campus actively promoted awareness of global social, political, and economic issues, but only half that amount—22.9%—of seniors strongly agreed with this statement (Dey and Associates 2009, 6-7).

As *A Crucible Moment* will emphasize, community service is not necessarily the same as democratic engagement with others across differences to collectively solve public problems. Nor does service always establish a reciprocal partnership or lead to an analysis of systemic causes of a given issue. But service can be, and often is, the first step toward a more fully developed set of capacities and commitments to co-create with diverse others more vibrant communities to address significant national needs to promote economic and social stability. Chapter V will highlight some colleges and universities that can point the way to designing educational experiences that help students along the civic continuum. The challenge for colleges and universities in this next decade is to make such opportunities pervasive rather than random across the institution.

A College Education Must Offer More Than Workforce Training

Two and four-year colleges and universities have traditionally prepared students for citizenship *and* for economic life, and they must continue to do so—now more than ever. The democracy-enhancing

flood of first-generation students to college has led appropriately to expectations that an associate or bachelor's degree will secure a wider range of occupational choices and higher salaries. As the authors of *Connecting Workforce Development and Civic Engagement: Higher Education as Public Good and Private Gain* argue, workforce development and civic engagement "need not be separate or competing missions," but "can be complementary visions" (Battistoni and Longo 2005, 7).

Similarly, many business leaders understand that education for the modern workforce should not displace education for citizenship. Charles Kolb, President of the non-partisan, business-led Committee on Economic Development, argues, "In addition to the obvious labor-force needs, having more Americans with higher levels of postsecondary achievement is vital to our civic health. The heart of a vibrant democracy is educated, engaged citizens who are able to make choices for themselves, their families, their communities, and their country. In this respect, the success of American postsecondary education is critical to the success of American democracy" (2011).

In stark contrast to the both/and approach of careers *and* citizenship that Kolb and this report each embrace, a troubling chorus of public pronouncements by some outside of higher education have reduced expectations for a college education to job preparation alone. Dominating the policy discussions are demands that college curricula and research match "labor market needs" and be tailored to "industry availability." Still others call for an increase in "degree outputs," much as they might ask a factory to produce more cars or coats.

The National Governors Association's report, *Degrees for What Jobs? Raising Expectations for Universities and Colleges in a Global Economy*, serves as only one example of a policy discourse that focuses higher education directly and only on jobs. The report openly challenges higher education's historic commitment to provide students with a broad liberal arts education (Sparks and Waits 2011). In U.S. higher education, of course, the liberal arts have been proudly owned as a form of college learning that prepares citizens for the responsibilities of freedom. Rejecting the value of what has differentiated U.S. higher education and made it the envy of the world, the report describes higher education's function and future funding as dependent singly on promoting "economic goals," "workforce preparation," and "competitive advantage" (3).

Knowledgeable citizenship—U.S. and global—surely requires a grounding in history, U.S. and world cultures, the humanities, and the social sciences. It also requires what Martha Nussbaum has called cultivation of a "narrative imagination," the capacity to enter into world views and experiences different from one's own. These capacities are not incorporated into many career and technical programs but they certainly can be.

The call for educational reform cast *only* as a matter of workforce preparation mistakenly adopts a nineteenth-century industrial model for complex twenty-first-century needs. Reframing the public purpose of higher education in such instrumental ways will have grave consequences for America's

intellectual, social, and economic capital. Following such recommendations suggests colleges are no longer expected to educate leaders or citizens, only workers; they will not be called to invest in lifelong learning, but rather in industry-specific job training. Calling for colleges and universities to prepare students for careers *and* citizenship rather than *only* the former is especially important for students in community colleges. Forty-five percent of first-time undergraduates enroll in this sector, including more than 50% of African American, Latino, and Native American undergraduates (Giegerich 2006). Since the majority of these students do *not* transfer beyond the community college, it is all the more important that civic learning be integrated into the curriculum, including career training programs.

Why must the United States require its educational system to educate for careers and citizenship? Our founding fathers understood why very well. Higher education in a *robust, diverse, and democratic country* needs to cultivate in each of its graduates an open and curious mind, critical acumen, public voice, ethical and moral judgment, and the commitment to act collectively in public to achieve shared purposes. In stark contrast, higher education in a *restrictive undemocratic country* needs only to cultivate obedient and productive workers. As *A Nation of Spectators* astutely asserted, “We believe that economic productivity is important but it must not be confused with civic health” (11).

Let us be clear about our position. We believe that educating students for purposeful work in a dynamic, complex economy is more than ever an essential goal of higher education. However, we reject a zero-sum choice between the fullest preparation for economic success and education for citizenship. *A Crucible Moment* outlines a path that prepares students *both* for knowledgeable citizenship *and* for economic opportunity. As employers themselves make clear, the United States should not be forced to choose between preparing students for informed democratic citizenship and preparing students for successful college completion and career opportunities.

Public leaders who believe that the “economic agenda” of higher education is reducible to workforce training also fail to understand that there is a civic dimension to every field of study, including career and technical fields, as well as to every workplace. Industries and services have ethical and social responsibilities of their own, and, in a democracy, citizens and community partners routinely weigh in on such questions. Workers at all levels need to anticipate the civic implications of their choices and actions. The nation—and the world—have experienced disastrous results when civic consequences are ignored and only economic profit is considered.

Happily, there are some signature employment models that braid together high standards of work and civic responsibility. For example, more than 700 companies have produced corporate social responsibility reports in accordance with guidelines published by the Global Reporting Initiative (GRI), which include environmental health, human rights, fair labor practices, product responsibility, economic sustainability, and community engagement dimensions (As You Sow n.d.; GRI 2011). Likewise, Siemens AG organizes its corporate citizenship activities in support of the UN Millennium

Development Goals and the principles of the UN Global Compact. Part of this framework involves mobilizing employees to donate time to worthy causes through the company's Caring Hands Program and recognizing teams of employee volunteers who undertake outstanding and innovative community service projects (Siemens AG n.d.). Similarly, the Timberland Company employs an "Earthkeepers philosophy" that guides product development, social and environmental performance in the supply chain, energy use, and community engagement. Community engagement is organized through the company's 20-year-old Path of Service program, which offers employees paid time to serve in their local communities (Swartz 2011).

Even if they are not commonplace, in colleges today there are some nascent models that embed questions about civic responsibilities within career preparation. They point to the next level needed in civic campus work. California State University, Monterey Bay (CSUMB), for example, defines civic literacy as the "knowledge, skill and attitudes that students need to work effectively in a diverse society to create more just and equitable workplaces, communities, and social institutions" (Pollack 2011). The *second* service learning course at CSUMB that all students must complete is rooted in the student's *major*. Every business student, for example, takes a Community Economic Development course that includes fifty hours of service to a community organization. Importantly, the overriding question that these students explore is "How can businesses balance the triple bottom lines of profit, people, and planet?" (Pollack 2011, 9). Similarly, for students in the School of Information Technology and Communications Design, the service learning course is constructed around the guiding question, "How has digital technology accentuated or alleviated historical inequalities in our community, and what is my responsibility for addressing the digital divide as a future IT professional?" (Pollack 2011, 9).

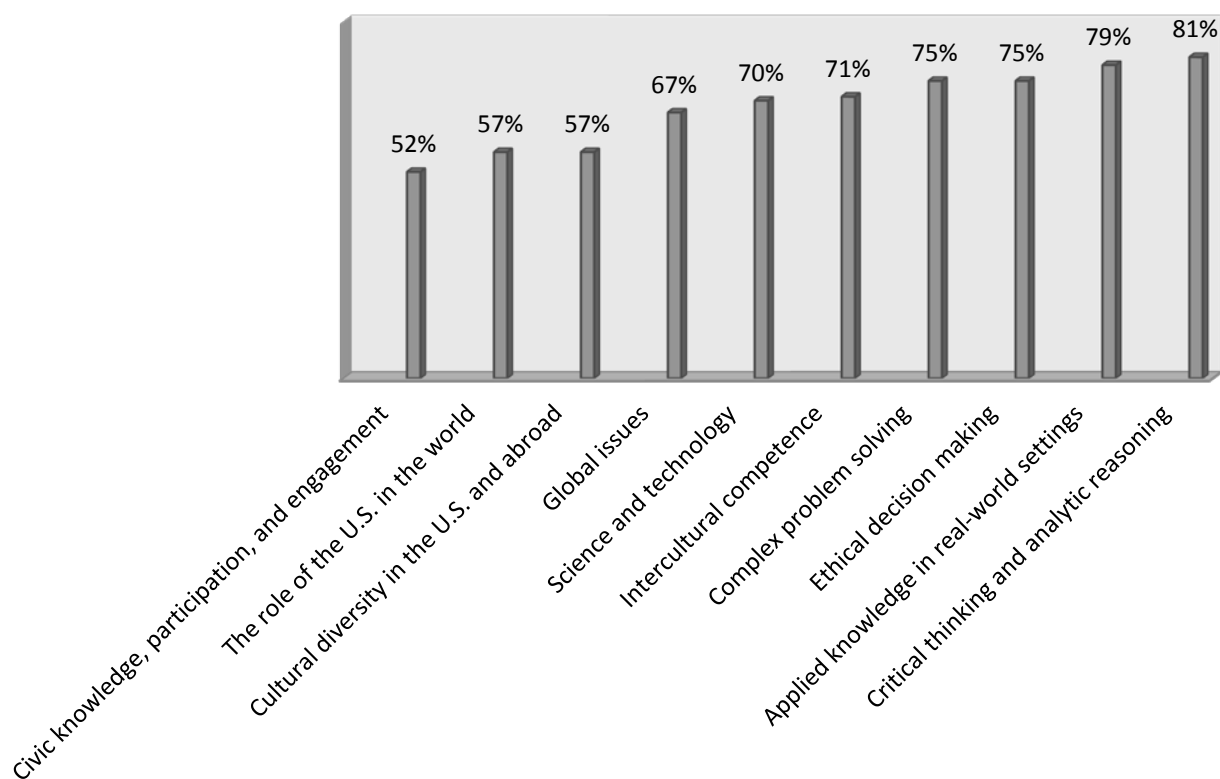
To strip out such probing civic questions from *either* higher education *or* the workplace is to contribute to the creation of the citizenless democracy that David Mathews so dreaded. A healthy democracy demands that civic dimensions in thinking and in working be cultivated, not ignored or suppressed.

In addition to serving as an engine of economic development, higher education is also a crucial incubator for fostering democratic voice, thought, and action. The shared capacities needed both in the modern workplace and in diverse democratic societies include: effective listening and oral communication, creative and critical thinking and problem solving, the ability to work effectively in diverse groups, agency and collaborative decision making, ethical analyses of complex issues, and intercultural understanding and perspective taking (Bowles 2002, cited by Battistoni and Longo 2005, 9–10).

Drawn from employer surveys about skills they are seeking in new employees, Figure 3 depicts the areas that employers wish higher education would emphasize more. The list closely parallels the framework of essential learning outcomes for liberally educated college graduates (Association of American Colleges and Universities 2011). Named as important stakeholders in education for democracy in Chapter III, employers can become influential allies in defining the more complex

capabilities needed in today's workplace that so many policy makers overlook. They have repeatedly testified that the skills for the 21st century workplace include history, global cultures, intercultural literacy, ethical judgment, and civic engagement. Technical skills are important, but for today's economy, employers underscore that technical skills are not enough (Peter D. Hart Research Associates, Inc. 2007, 2008, 2010). Former Lockheed Martin CEO Augustine Norman has pointed out that students' weak grasp of history actually threatens America's economy as well as its freedom (Wall Street Journal, "The Education of Our Economy Needs, September 17, 2011). Narrow training is bad preparation for the economy as well as for democracy.

Figure 3: Correspondences between Civic Learning and Workforce Expectations
Percentage of employers who want colleges to "Place More Emphasis" on Essential Learning Outcomes



Civic Learning and College Completion

Along with urging a tighter connection between labor market needs and the college curriculum, policy leaders have also focused with new determination on raising the rates of college completion. But just as the choice between jobs and education for citizenship is a false dichotomy, so is the choice between graduation rates and education for citizenship. In fact, student participation in service learning, one of a number of civic pedagogies but one whose impact has been more widely studied, is correlated with outcomes that contribute to increased retention and completion rates to which numerous studies attest (Astin and Sax 1998; Gallini and Moelly 2003; Vogelgesang et al. 2002, Nigro and Farnsworth 2009; Brownell and Swaner 2010). A smaller, single-institution study at Kapi'olani Community College examined persistence among 660 students who completed service-learning assignments in 2010-2011. Robert W. Franco, Director, Office for Institutional Effectiveness, noted, "The course success and fall-to-spring persistence rates of the 660 students were 20 percent higher than for all students. These results replicate similar findings for more than 600 students completing service-learning assignments in 2009-2010. Service-learning students demonstrated learning gains in applying course concepts to community contexts, communicating to diverse audiences, recognizing and responding to community problems, and clarifying personal, academic, and career goals" (Robert W. Franco, pers. comm. 2011).

Other studies show service learning's positive impact on other factors that raise the likelihood that students will stay in college. Three of these factors include career development (Eyler et al. 2001), satisfaction with college (Astin and Sax 1998; Berson and Yonkin 1998), and deepening students' connections with faculty (Astin and Sax 1998; Gray et al. 1998; Eyler and Giles 1999). It is well established that students' closeness with faculty is a key factor in increasing college success (Astin 1993) and persistence (Pascarella and Terenzini 2005). Unfortunately, service learning remains optional rather than expected for most college students. More than three quarters of community college students have never taken a course that includes a service learning component, and nearly half (48.6%) of those completing a B.A. degree report that they have never taken a course that included service learning (Franke et al. 2010).

Despite clear evidence, then, that civic learning in college is compatible with preparation for the modern workforce and improved graduation rates, the dominant external policy discourse about higher education "reform" is silent on education for democracy. Does the civic mission of higher education in our increasingly multicultural democracy need to be scuttled to achieve better jobs for students or higher graduation rates? It does not. And it must not.

It is time to **bring two national priorities** - career preparation and increased access and completion rates - **together** in a more comprehensive vision **with a third national priority**: fostering informed, engaged, responsible citizens. Higher education is a space where that triad of priorities can cohere and flourish.

Central Argument of this Report

A socially cohesive and economically vibrant U.S. democracy and a viable, just global community require informed, engaged, open-minded, and socially responsible people committed to the common good and practiced in “doing” democracy. In a divided and unequal world, education—from K-12 through college and beyond—can open up opportunities to develop each person’s full talents, equip graduates to contribute to economic recovery and innovation, and cultivate responsibility to a larger common good.

Achieving that goal will require that civic learning and democratic engagement not be sidelined but central, not an afterthought but an anticipated and integral part of every student’s K-12 and college education. To clarify: We are not suggesting that colleges implement a single required civics course. That would hardly be sufficient.

Rather, we are calling for far more ambitious standards for colleges and universities that can be measured over time to indicate whether institutions—and their students—are becoming more civic-minded. This report therefore urges every college and university to foster a ***civic ethos*** that governs campus life, make ***civic literacy*** a goal for every graduate, integrate ***civic inquiry*** within majors and general education, and advance ***civic action*** as lifelong practice (see Figure 4 for specific indicators in each of the four areas). In doing so, we are seeking a more comprehensive vision to guide the 21st century formulation of education for democratic citizenship on college and university campuses. As this report suggests, investing in this broader vision promises to cultivate more informed, engaged, and responsible citizens while also contributing to economic vitality, more equitable and flourishing communities, and the overall civic health of the nation.

Figure 4

What Would a Civic-Minded Campus Look Like?

Civic ethos governing campus life

The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.

Civic literacy as a goal for every student

The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.

Civic inquiry integrated within the majors and general education

The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.

Civic action as lifelong practice

The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.

The Call to Action outlined in Chapter III is designed to make civic learning and democratic engagement—U.S. and global—an animating national priority. It recommends building that foundation for responsible citizenship by making such learning an expectation for all students whether in schools, colleges, community colleges, or universities. Everyone has a role to play in building the knowledge, skills, values, and civic actions that all students need. Chapter III offers specific recommendations from the field on how to begin to outline both general and localized action plans. The Call to Action identifies some of the multiple courses of collective, coordinated actions that can be undertaken by a broad coalition if we hope to transform civic learning and democratic engagement from aspiration to reality.

A Crucible Moment: College Learning and Democracy's Future therefore sets forth a National Call to Action that refuses to sideline civic learning and democratic engagement. It argues for restoring the

centrality of education for democratic engagement to its intended high standing and charts a direction that keeps sharply in view both the reality of global interdependence and the yearning for greater freedom and self-direction expressed by peoples around the world. Above all, it argues for ensuring that all college students devote time and effort to the kinds of “real-world” challenges that every society confronts, where civic knowledge and judgment must shape public choices.

II. Crucible Moments of Civic Learning: Then and Now

“...in order to navigate our global interdependence, we need processes where we all think through our own responsibilities toward other fellow humans and discuss our answers with our peers. A conversation about a global civics is indeed needed, and university campuses are ideal venues for these conversations to start...we should not wait any longer to start it.”

Martti Ahtisaari, 2008 Nobel Peace Laureate (Brookings 2011)

“The Wingspread [college] students believe that their community experiences [through service learning] encourage them to develop a larger, more inclusive social imagination . . . a sense of how to advocate beyond their own desires[,] and . . . the value of subordinating themselves to a larger purpose.”

The New Student Politics (Long 2002)

The sense of urgency that propels many poorly conceived remedies for the challenges facing the United States—including the economic recession, the erosion of U.S. world power, and the fraying of the social fabric—is certainly understandable. Our nation is indeed at a crucible moment when the intense heat from multiple forces both tests and threatens the country’s resilience. Just as the crucible used to melt ores alters materials from one form to another, so this crucible moment in the United States is fraught with both trials and transformative possibilities. If we hope to reinvent and reinvigorate our economy, our democracy, and higher education itself, it is imperative to take bold and creative action.

In other such crucible moments, both the nation and higher education have acted with intrepid, visionary courage. Today we need to do so again.

At the crucible founding of our new republic, for example, flawed as it was with its unholy embrace of slavery, both Thomas Jefferson and Benjamin Franklin articulated eloquently how essential an educated citizenry would be if the fledgling democracy was to take root. Franklin, who helped found several schools for African Americans and who believed higher education should be available to ordinary citizens and not just the elite, argued that college should cultivate “an inclination joined with the ability to serve mankind, one’s country, friends and family” (Franklin quoted in Isaacson 2003, 147). Public schooling became a priority, and institutions such as the University of Pennsylvania and the University of Virginia were founded to provide—albeit for a very few—the learning needed to secure the fragile emerging democracy.

Another crucible moment occurred in the midst of and at end of the Civil War, which at last legally abolished slavery but left the nation riven even as peace was declared. At that moment, higher education became one means through which the economy could be expanded and rebuilt, more people could have access to college, and education for active citizenship could be fostered in populations long denied such opportunities. Thus land-grant colleges and universities were

established with the Morrill Act of 1862, many historically black colleges and universities were founded, and a score of women's colleges were created.

But perhaps the crucible moment most relevant to ours today occurred after World War II when President Truman established the President's Commission on Higher Education, chaired by American Council on Education President George F. Zook. The commission included 28 members, primarily college and university presidents along with a handful of public citizens. At that historic juncture, much like now, the economy was coming out of a deep depression, the world was exhausted by the slaughter of war, unequal access to higher education dominated concerns, and the grisly horror of bigotry and hatred as state policy was visible for all to see.

The commission's six-volume report, the first volume of which was issued in 1947 and revealingly titled *Higher Education for American Democracy*, remapped federal and state policies, redrew the contours of higher education itself, recommended the establishment of an expansive and free community college system, and set a bold vision for the nation. We now need such a bold vision coupled with transformative actions for our age.

Rather than couching its arguments in the purely economic terms that characterize the dominant blueprints for higher education today, the Truman Commission foregrounded democracy as the driving force to guide higher education's transformation and leadership, and with it, the nation's course toward justice for all (see Figure 5). The commission ended its first volume with the very clarion call that *A Crucible Moment* picks up nearly seven decades later:

“The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and process.” (1947, Vol. 1, 102)

This was not a naïve rhetorical statement then, nor should it be today. The commission admitted with clear-eyed honesty how higher education had failed democracy by denying most citizens the opportunity to go to college. They also understood what was at stake: “Only an informed, thoughtful, tolerant people can maintain and develop a free society” (1947, Vol. 2, 3).

From the 1940s on, the heretofore isolationist United States found itself in a new global role as the leader of the “free” world. The boundaries of the global map had been redrawn, and the United States was at the center of the redesign. It could no longer retreat behind its territorial edges. Democracy's principles were the cloak around which the commission draped its embrace of the new role: “*E Pluribus Unum—From many persons one nation, and from many peoples one world—indivisible, with liberty and justice for all*” (italics in text, Vol. 1, 102). As Phil Hutcheson put it, “Policymakers, especially but hardly exclusively those in education, argued that all levels of education were critical components in creating both a better nation and a better world” (2007, 4).

Because the commission described discrimination as “an undemocratic practice” (Vol. 2, 25), its report challenged higher education to become a means for addressing the largest threat to the nation’s new role as democratic leader of the free world: the racial discrimination and subjugation that was a hallmark of the country in 1947. In that year, all but a handful of the nation’s colleges and universities were racially segregated—by law in one geographic region and by practice in other parts of the country.

“No more in mind than body,” the Commission wrote, “can this nation or any endure half slave, half free. Education that liberates and ennobles must be equally available to all. Justice to the individual demands this: the safety and the progress of the nation depend on it.” (Vol. 1, 101)

Over the next decades, driven by social movements both outside of and within its boundaries, higher education eventually became the multiracial, multicultural site for democracy it is today. Both it and America were transformed in the process.

A Crucible Moment likewise calls for transformations necessary for this generation. A daunting one is to eliminate persistent inequalities, especially those in the U.S. determined by income and race, in order to secure the country’s economic and civic future. But the academy must also be a vehicle for tackling other pressing issues—growing global economic inequalities, climate change and environmental degradation, lack of access to quality health care, economic volatility, and more. To do that requires expanding students’ capacities to be civic problem-solvers using all their powers of intellect and inventiveness.

Sixty-five years after Truman’s President’s Commission on Higher Education, the nation faces a different national and global dynamic than in the aftermath of World War II. *A Crucible Moment* casts its National Call to Action in the context of the following five trends that shape this historic juncture (see Figure 6).

Figure 5. *Higher Education for American Democracy, Volume 1, 1947*

“The President’s Commission on Higher Education has attempted to select, from among the principal goals for higher education, those which should come first in our time. They are to bring to all the people of the Nation:

Education for a fuller realization of democracy in every phase of living.

Education directly and explicitly for international understanding and cooperation.

Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

Education is by far the biggest and the most hopeful of the Nation’s enterprises. Long ago our people recognized that education for all is not only democracy’s obligation but its necessity. Education is the foundation of democratic liberties. Without an educated citizenry alert to preserve and extend freedom, it would not long endure.”

Source: Truman Commission on Higher Education. 1947. *Higher Education for Democracy: A Report of the President’s Commission on Higher Education: Establishing the Goals* (Volume 1). New York: Harper and Brothers.

Figure 6. Trends That Shape This Moment and Influence America's Future

1. Increase in Democratic Nations

In 1950, just over 25% of countries in the world could be characterized as electoral democracies (Diamond 2011). In 2010, 59% of countries could be characterized in this way (Freedom House n.d.). Moreover, in 1975, “the number of countries that were ‘not free’ exceeded those that were ‘free’ by 50%, [but] by 2007 twice as many countries were ‘free’ as were ‘not free’ (Freedom House 2008, cited in Goldstone 2010). According to an official statement released by the Arab Network for the Study of Democracy, the Arab Spring of 2011 brought people in seven countries to the streets united by three notions: freedom, dignity, and [social] justice (Lee 2011). These shifts offer significant opportunities for revitalizing all democracies, both old and new, as modern democracies learn collectively how to recalibrate democratic processes to meet the new demands of a globalized age.

2. Intensified Global Competition

After World War II, the United States competed only with the Soviet Union for global leadership as other nations were busy either putting their devastated economies back in order or developing them. Today, powerful new economies exist on every continent. The European Union is challenging U.S. economic domination and there is a decided tilt toward the Asian markets of China, India, and Japan. In this globalized world, the budgets of many multinational companies are larger than those of many countries, and they are not bound in their practices by any one nation.

3. Dangerous Economic Inequalities

While the United States had been moving toward a diamond-shaped economy with a larger middle class, “as of 2007...just 20% of the people owned a remarkable 85%” of privately held wealth (Domhoff 2011, quoting Wolff 2010). For the first time in U.S. history, the younger generation is not on a trajectory to achieve their parents’ economic level. These same economic inequalities are even more dramatic beyond U.S. borders. Despite progress in the last fifty years, during which many people moved out of poverty, the gap between rich and poor is more intense than in any previous period. In the 1970s the ratio of rich to poor was 1:3; in 2000 the ratio exploded to 1:100 (Egeland 2011). In the case of sub-Saharan Africa, a whole region has been left behind: it will account for almost one-third of world poverty in 2015, up from one-fifth in 1990 (United Nations Development Programme 2007/2008).

4. Demographic Diversity

The United States “is the most religiously diverse nation in the world (Eck 2002) and is more racially diverse than ever. By 2045 communities of color will comprise at least 50% (Roberts 2008). Some states are already there. People who have immigrated to the country now total 13% of the U.S. population (Gryn and Larsen 2010). Intensified immigration and refugee populations swirling around the entire globe have also resulted in dramatic demographic shifts on almost every continent. Having the capacity to draw on core democratic processes to negotiate intensified diversity and to tap new diversity will secure a stable future.

5. Technological Advances

In 1945, televisions were a rarity and many sections of the country were just getting telephone lines and electricity. The impact of technology on today’s economy and culture by contrast is comparable to the transformation the machine wrought with the advent of the Industrial Age. All facets of everyday living are affected, from communication to health care, from industry to energy, and from educational pedagogies to democratic practices. The internet and the development of social media as a means of organizing groups of people around commonly shared values are influencing democratic engagement and activism, dramatically illustrated by the 2011 Arab spring and the 2008 U.S. presidential election.

While today's historical dynamics may differ from those that shaped the Truman Commission, a number of stubborn problems continue to erode the foundation of our democracy. These provide the context for the National Call to Action in the following chapter. The two stubborn problems that are most pressing to address are unequal access to college and economic lethargy.

Although access has increased dramatically, **unequal access** continues to plague democracy's ability to thrive. Students are underprepared for college because of what Jonathan Kozol refers to as "the savage inequalities" of the nation's K-12 system. The poorer the young person, the less likely he or she will go to college. Yet SAT scores, which directly correlate with income, continue to be the measure of whether many students are considered qualified to attend college. The stagnating rate of high school graduation shuts off college as an option for nearly thirty percent of our nation's young people. Paul LaFontaine notes that high school graduation rates have leveled or declined over four decades and the "majority/minority graduation rate differentials are substantial and have not converged over the past 35 years" (Barton and Coley 2011, 35).

In a new preface to *The Drama of Diversity and Democracy: Higher Education and American Commitments*, Ramón A. Gutiérrez illustrates the personal attrition along the educational pipeline of one racial group in the United States: Latinos. While they are now the fastest growing racial minority, now surpassing the percentage of African Americans, education is not providing a democratic pathway to economic independence and social mobility. Drawing on research by Armida Ornelas and Daniel Solórzano, Gutiérrez explains that "of every 100 Latinos who enroll in elementary school, 53 will drop out" and "only 47 will graduate from high school" and of those "only 26 will pursue some form of postsecondary education" and "only 8 will graduate with baccalaureate degrees" (Gutierrez forthcoming).

In the face of troubling discrepancies across different racial and socio-economic groups, there is some good news in terms of the overall longer view in which the nation has been increasing its college graduation rates. In 1940, only 25% of the population 25 years and older had completed high school and just under 5% held a bachelor's degree (U.S. Census Bureau 2003). Seventy years later, those numbers have progressed dramatically. Of the 3.2 million youth age 16 to 24 who graduated from high school between January and October 2010, about 2.2 million or 68.1 percent were enrolled in college in October 2010 (Bureau of Labor Statistics 2011). Overall college graduation rates have also improved. The *Digest of Education Statistics 2010*, for example, indicates that for those seeking the bachelor's degree, the rate of graduation within four years has reached 36.4%. Within six years, it jumps even higher to 57.2%. For those seeking an associate degree, the graduation rate within six years is 27.5% (NCES 2010).

According to the 2011 *Education at a Glance Report* completed by the Organisation for Economic Co-operation and Development (OECD), the labor force in the U.S. is among the top five most highly-

educated. However, OECD's report explains, "The U.S. is the only country where attainment levels among those just entering the labor market (25-34 year-olds) do not exceed those about to leave the labor market (55-64 year-olds)" (OECD 2011). As a result, "among 25-34 year-olds, the U.S. ranks 15th among 34 OECD countries in tertiary attainment" (OECD 2011). In other words, the U.S. has remained relatively flat while other countries have rapidly increased and surpassed us. An attainment rate that qualified the U.S. to be near the top of the world several decades ago is not a guarantee of retaining world leadership educationally.

Neither graduation rates nor attainment rates that were sufficient in the past are satisfactory today when two-thirds of future jobs will require some type of postsecondary credential. The strong link between educational level and preparation for the new demands of the workplace mirror the similarly strong link between educational level and other civic indicators, including voting. A high quality education, workforce preparation, and civic engagement are inextricably linked. A college education—who has access to it and who completes the degree—affects personal ambitions, the economy, and civic participation.

After World War II, the United States was just climbing out of the Great Depression. It turned to higher education particularly for research to jump start new engines for economic expansion. The community college sector was dramatically expanded to provide people with new access to college and new technical skills. In today's economic moment, most people in the United States are just climbing off of the bottom rungs of the Great Recession and turning to higher education once again to navigate a **lethargic economy**. Whether they enter community colleges, liberal arts colleges, or universities, students need to explore the intersection of democracy and the economy, along with job skills and training.

In 1947, with the world in shambles, new structures, alliances, and programs were created to try to collectively avoid future catastrophic wars, reconstruct multiple economies, and establish common principles of justice and equality. Leaders agreed: higher education was expected to educate students for international understanding and cooperation so a sustainable future could be achieved. Although today's world is more globally integrated financially, culturally, and demographically, it is also fraught with civil and regional wars, clashing values, and environmental challenges wrought by rapacious consumption and carelessness. Citizens who have never examined any of these issues will be left vulnerable in the face of the long-term consequences. How to achieve sustainability—understood in its broadest definition as including strong communities, economic viability, and a healthy planet—is the democratic conundrum of the day. If it is not solved, everyone's future well-being is in jeopardy.

Meanwhile, students' economic options are heavily influenced by two long-term trends: the requirement of a college credential for the twenty-first-century employment market and the inadequacy of federal and state funds that could make higher education more widely available. After World War II, the majority of jobs in the United States did not require a college degree and many,

especially in unionized fields, offered a middle-class living wage and benefits. Today, a college degree is the credential that a high school diploma once was.

According to a 2010 report, *Projections of Jobs and Education Requirements through 2018*, of the 46.8 million new and replacement job openings in 2018, 34 percent will require a Bachelor's degree or better, while 30 percent will require at least some college or a two-year Associate's degree" (Carnevale, Smith, and Strohl 2010, 109). As the report's authors describe this societal sea change, "...postsecondary education or training has become the threshold requirement for access to middle-class status and earnings in good times and bad. It is no longer the preferred pathway to middle-class jobs—it is, increasingly, the only pathway" (109).

This higher educational bar is imposed as colleges and universities continue to cope with the effects of the recession and budget deficits at both the state and the federal level. Higher education is often the vehicle that states use to balance their budgets. The sector does well in good times and is hit harder in lean ones. According to a 2011 report issued by the National Conference of State Legislatures, total state support for higher education institutions fell by 1.5 percent in FY 2009. Without federal funding from the American Reinvestment and Renewal Act (ARRA), this figure would have been 3.4 percent. In 2010, 23 states decreased state support to public higher education institutions, even after receiving ARRA funds. Eight of these states reported drops in higher education funding exceeding 5 percent (NCSL 2011).

These compounding factors produce our crucible moment today. The country, the economy, and the world need a different kind of expertise than that required of graduates after World War II. They also need to possess a strong disposition for wading into an intensely interdependent pluralist world. The kind of graduates we need at this moment in history need to be agile, creative problem-solvers who draw their knowledge from multiple perspectives both within and beyond the United States, approach the world with empathy, and are ready to act with others to improve the quality of life for all. Another name for these graduates is democratic citizens.

III. Education for Democracy in the 21st Century: A National Call to Action

“I am cognizant of the interrelatedness of all communities and states....Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

Martin Luther King, Jr., “Letter from a Birmingham Jail”

“I strongly agree with the Chilean sociologist Eugenio Tironi that the answer to the question ‘What kind of education do we need?’ is to be found in the answer to the other question ‘What kind of society do we want?’ If human beings hope to maintain and develop a particular type of society, they must develop and maintain the particular type of education conducive to it.”

Ira Harkavy, Introductory Address, University of Oslo

In the face of the constellation of forces described in the previous chapter, this crucible moment in U.S. history might look daunting. There are lessons from the Truman Commission, however, that should spur people to action, not paralysis. Despite the ravages of war and its resulting worldwide economic devastation, the Commission was ambitious in its scope, calling for bold leadership and investment of public funds, and reaffirming the public purposes of higher education as a reservoir for progress for the nation and the world. That same visionary leadership is necessary today.

The Truman Commission also imagined long-term, systemic change—within higher education and the nation—as an answer to the dire challenges of their day. In a revolutionary stand for its day, the Commission named racial segregation, inequality of any kind, and intolerance as impediments to economic advancement and an affront to democratic values.

This 21st century juncture also demands deeper, more structural reforms in higher education and the broader society. As Charles Quigley’s epigraph in this report states, “Each generation must work...to narrow the gap between the ideals of this nation and the reality of the daily lives of its people.”

Today, the very institutions that the Truman Commission addressed or expanded are called upon once again to be “the carrier[s] of democratic values, ideals, and process,” but for a new age confronting different challenges. Putting civic learning at the core rather than the periphery of primary, secondary, and post-secondary education can have far-reaching positive consequences for the country and the economy. It can be a powerful counterforce to the civic deficit and a means of replenishing civic capital. That restored civic capital, in turn, can function as a self-renewing resource for strengthening democracy in a way that restores vitality, opportunity, and development broadly across the socio-economic spectrum and even beyond national borders. As Martin Luther King, Jr. accurately describes, we are all “tied in a single garment of destiny.”

If indeed we seek a democratic society in which the public welfare matters as well as one’s individual welfare, and global welfare matters along with national welfare, education must play its influential part

to bring such a society into being. As Ira Harkavy asserts, that will require a commitment “to develop and maintain the particular type of education conducive to it.” *A Crucible Moment* posits that such a collective determination must be enacted with specificity at the local institutional level in order to construct civic-minded colleges and universities. As Chapter I explains, such campuses are distinguished by a **civic ethos** governing campus life, **civic literacy** as a goal for every graduate, **civic inquiry** integrated within majors, general education, and technical training, and informed **civic action** done in concert with others as lifelong practice.

If the first chapter establishes the case for the urgency of reinvesting in education for democracy and civic responsibility and the second chapter uses history to embolden ambitious thinking in difficult times, this third chapter offers recommendations for actions that can begin to erase the current civic learning shortfall. These recommendations are meant to shift the national dialogue about civic learning and democratic engagement—or their eclipse—and to mobilize constituents to take action. Everyone has a role and everyone must act, with the same participation and deliberation across differences as vibrant democracies require.

While the recommendations are tailored to achieve a systemic realignment both within an institution and across sectors, each of four named constituent groups is critical to achieving the scale of change needed to reset civic learning and democratic engagement as a central mission of higher education. The National Call to Action specifically identifies them as: 1) two- and four-year colleges and universities; 2) policy and educational leaders responsible for educational quality; 3) federal, state, and local governments; and 4) a broad coalition of communities with a key stake in democracy’s future.

We invite each constituent group that is part of the movement to animate and empower democratic engagement to map out a plan for what course of action, with which partners, enacted when, would most effectively respond to this crucible moment. We also expect readers to expand and refine the recommendations and make them locally relevant by institution, region, issue, and demographics.

That is why at the close of this chapter we ask each participating entity to design its own **Civic Investment Plan**, and we have included some tools to help in that process. Each entity is encouraged to work collectively within its self-designated spheres of intersecting partners to design exactly what they can and will do to make civic learning and democratic engagement a meaningful national priority.

What Are the Seedbeds of the National Call to Action?

The National Call to Action is the product of a broad coalition of people. The idea for bringing such a group together, however, began with the U.S. Department of Education, which commissioned the report, funded it, and nurtured it. From the beginning, the Department acknowledged the widespread civic engagement movement that has been working for decades both on and off campus. The design for the project deliberately drew from that expertise and charged leaders in the civic renewal effort to envision what the next frontiers of civic learning and democratic engagement in higher education

should be. The Department also assumed that the best solutions would be generated by the people responsible for moving from a set of recommendations to purposeful action. The Task Force was therefore charged to make recommendations to the government as well as to higher education informed by the expertise and experience from those who have been leaders and essential partners in the civic renewal movement already underway. Although it was a staunch partner in promoting civic learning and democratic engagement, the U.S. Department of Education wanted this to be the Task Force's report, prepared in dialogue with a very broad community of advisors, rather than its own.

The Call to Action and its arguments are derived from four principal sources: 1) an initial but constantly evolving draft paper on the state of education for civic learning and a similarly evolving Call to Action to enhance it; 2) a review of the literature on what educational practices influence students' civic learning and democratic action; 3) a series of five national roundtables with 134 people representing 61 community colleges, four-year colleges, and universities; 26 civic organizations; 9 private and government funding agencies; 15 higher education associations; and 12 disciplinary societies, all of whom responded to both papers; and 4) the Civic Learning and Democratic Engagement National Task Force that met five times over nine months, participated in the national roundtables, conferred frequently together, and now offer *a Crucible Moment: College Learning and Democracy's Future* to the nation. The names of the National Task Force members and national roundtable participants are included in Appendix I and III respectively, and organizational descriptions with contact information can be found in Appendix IV.

Led by Larry Braskamp, president of the Global Perspective Institute, Inc. and Caryn McTighe Musil, senior vice president of the Association of American Colleges and Universities, the national roundtables involved a broad range of constituents across the named groups who participated in animated discussions and responded thoughtfully to successive drafts. There was absolute consensus by all those who participated that to be successful the Call to Action would require *multiple* leaders collaborating from *varying* constituencies both *within* and *beyond* higher education and *within* and *beyond* government agencies. That alone would be a revolutionary accomplishment. The broad swath of recommendations that emerged reflected that consensus.

The national roundtable participants also agreed on another matter. Although the charge was to focus on undergraduate higher education, every roundtable discussion inevitably commented upon the robust civic continuum that was first necessary to establish in K-12. Acknowledging that reality, this report therefore prefaces the Call to Action with a discussion of this understood interdependency.

K-12: The Initial Pathway to Civic Knowledge and Responsibility

K-12 education is the cornerstone for both functioning democracies and college readiness. As Ira Harkavy said in his address at an international conference titled *Reimagining Democratic Societies*, "...no effective democratic schooling system, no democratic society. Higher education has the

potential to powerfully contribute to the democratic transformation of schools, communities, and societies” (Harkavy 2011). Despite all of the investment in improving the level of schooling in the United States over the past quarter of a century in particular, there has been far too little attention paid to education for democracy in public schools. As the compelling 2011 report, *Guardians of Democracy: The Civic Mission of Schools*, puts it, “Knowledge of our system of governance and our rights and responsibilities as citizens is not passed along through the gene pool. Each generation of Americans must be taught these basics” (Gould, 5).

Those who advocate why civic learning should be the jewel in K-12 education’s crown make a similar argument as those who advocate for civic learning in higher education. The more comprehensive definition of civic learning in *Guardians of Democracy* as well as the pedagogy and curriculum that are needed are in harmony with what *A Crucible Moment* calls for. Research at the K-12 level suggests that the educational outcomes resulting from well-constructed civics-oriented curricula overlap with the knowledge and skills needed in the workplace. Similarly, engaged pedagogies that have proven to accelerate empowered, student-centered learning serve to enhance skills both for constructive civic and political participation and for parallel skills of collaboration so valuable in the workplace. Classrooms that are civically oriented across multiple kinds of subjects also contribute to students’ motivation to do well and therefore the likelihood that students will stay in school (all findings in paragraph are from Torney-Purta and Wilkenfeld 2009).

The Campaign for the Civic Mission of Schools argues there should be *three* C’s driving reform in K-12 education: **college, career, and citizenship** (www.civicmissionofschools.org). Unfortunately, in the current public discourse from multiple public, business, and governmental sectors, the public hears disproportionately about the first two. The 2011 ETS report, *The Mission of High School*, voices a similar concern in its chapter called, “A Narrowing of Purpose and Curriculum?” The ETS report quotes Diane Ravitch about the grievous consequences to democracy’s health of not setting high expectations across an array of subjects in schools and focusing instead on only a few subjects that are then narrowly judged in high stakes testing:

A society that turns its back on the teaching of history encourages mass amnesia, leaving the public ignorant of the important events and ideas of the human past and eroding the civic intelligence needed for the future. A democratic society that fails to teach the younger generation the principles of self government puts these principles at risk (Barton and Coley 2011, 25-26).

The omission of civic goals for education occurs even in the face of evidence that civic engagement contributes to academic success. As CIRCLE reports, “Longitudinal studies show that young people who serve their community and join civic associations succeed in school and in life better than their peers who do not engage” (Levine 2011, 15). Because of the parallel findings across K-12 and

postsecondary education, comprehensive civic goals need to be included in standards that are assessed at the state and national level, civic development for teachers in schools needs to be supported, and all schools of education need to integrate civic learning and democratic engagement into the curriculum that prepares our nation's teachers.

Recognizing the need for a reinvestment in civic learning, thoughtful K-12 educators and leaders have developed a framework for it that is highly congruent with the vision and argument of this report (see particularly the Campaign for the Civic Mission of Schools, www.civicmissionofschools.org/site/resources/civiccompetencies.html , and *Guardians of Democracy*). The timing is right, then, for alliances that form sturdy bridges to civic learning and democratic engagement across students' lifelong learning trajectories from K-12 through college. We should seize this crucible moment and make it a transformative one.

Without K-12 education laying critical foundations for civic responsibility and developing crucial understandings of democracy's history and principles, any hopes of raising national civic literacy and civic agency are likely to be undermined, both for those who will attend college and even more so for the portion of high school graduates who may never enroll. Six practices have been identified as proven effective in promoting civic learning at the school level, and, significantly, these practices are associated with keeping students in school: instruction in the subject matter of democracy itself; discussion of current events and controversial subjects; service learning; extracurricular activities; student participation in school governance; and simulations of democratic processes (Gould, 6-7).

Although *A Crucible Moment* focuses on how to make civic learning and action an expected capability of every college graduate, K-12 and postsecondary education must be each other's civic safeguards. They can do this by determining together a civic learning and democratic engagement continuum, serving as leavening agents to one another, promoting teacher and faculty development opportunities, and banding together to push back against the democracy-depleting consequences of narrowing the curriculum in schools and in higher education. Finally, school/campus partnerships are perhaps the most robust and common vehicles through which college students recognize the profound inequalities of our nation's school system and communities, begin to understand the complex structural causes of such inequities, and start to become co-creators with community partners to invent remedies.

The First Steps in the Call to Action

Reordering current priorities and reversing the civic deficit will require unprecedented, widely coordinated, and collective commitment and action. No single entity can effect change at the level and scale required. Leadership will be essential from multiple groups such as K-20 educational systems, civic associations, religious organizations, businesses, community members, nonprofits, government agencies, unions, and youth. The first step for all concerned is to recognize the erosion of the national investment in civic learning and democratic engagement—and the dire consequences of that

disinvestment. The second step is to mobilize the will and the commitment to reverse the downward spiral.

To reframe what matters in college, the economy, and the nation, the National Call to Action outlined in this chapter proposes five overarching actions aimed at addressing the current civic deficit. These five recommendations need to be held as shared commitments across varying sectors and actors as each of those individualize their Civic Investment Plans.

Shared Commitments Across All Sectors and Civic Champions

- **Reclaim and reinvest in the fundamental civic and democratic mission** of schools and of all sectors within higher education;
- **Cultivate a contemporary, comprehensive framework for civic learning—embracing U.S. and global interdependence**—that includes historic and modern understandings of democratic values, capacities to engage diverse perspectives and people, and commitment to collective civic problem-solving;
- **Interrupt the national narrative that erases civic aims and civic literacy** as national priorities that contribute to social, intellectual, and economic capital;
- **Align the interdependent responsibilities of K-12 and higher education** to foster progressively higher levels of civic knowledge, skills, examined values, and civic action;
- **Expand robust, generative civic partnerships and alliances locally, nationally, and globally** to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge.

As mentioned earlier, the National Call to Action offered below calls on leadership from and offers specific recommendation for four primary groups: 1) two- and four-year colleges and universities; 2) policy and educational leaders responsible for educational quality; 3) federal, state, and local governments; and 4) a broad coalition of communities with a key stake in democracy's future. If these multiple stakeholders take action in a collective and coordinated way, democracy will be strengthened through a reinvigoration of the quality of learning, the commitment to the well-being of others, and civic responsibilities exercised in workplaces.

<p>The Role of Higher Education as Intellectual Incubator and Socially Responsible Leader and Partner</p>

The central work of advancing civic learning and democratic engagement in higher education must, of course, be done by **faculty members** across disciplines, by **student affairs professionals** across divisions, and **by administrators** in every school and at every level. The fourth prominent group of actors is the **students** themselves. The collective work of these four groups should be guided by a shared sense that civic knowledge and the arts of enacting democratic values in concert with others

and in the face of contestation are absolutely vital to the quality of intellectual inquiry itself, to this nation's future, and to preparation for a world lived in common with others.

Higher education has a particular contribution to make in terms of understanding the depth, complexity, and competing versions of what "civic" actually entails—and means. As such it has an obligation to build a broader theory of knowledge about democracy and democratic principles in this contemporary age marked as it is by multiplicity and division. Colleges and universities can provide far more enabling environments than are now in place through which students can expand their critical abilities to make judgments about issues and actions, their powers to investigate and analyze, and their wisdom and passion to seek justice with keener insight into how to determine what is just, for whom, and under what circumstances.

To prevent civic learning and democratic engagement from being sidelined by contending forces that consider it discretionary, we call on community colleges, four-year colleges, and universities to assume creative and courageous leadership as they continue to build civic-minded institutions. Below are recommendations from the field to insure that all students and the broad public benefit from that civic investment.

1. Foster a Civic Ethos Across All Parts of Campus and Educational Culture

- Explicitly articulate a commitment to public-mindedness and a concern for the well-being of others as a defining institutional characteristic within consequential public documents and speeches such as the mission statement, view books, alumni publications, convocation and graduation addresses, and first-year orientation events.
- Insure that the full range of civic learning dimensions described in this report—including civic action—are incorporated into every student's experience, and commit to advancing existing civic work to new levels by attending to pervasiveness, scale, frequency, and impact.
- Capitalize on students' civic leadership and experience while further empowering them through rigorous study, engaged pedagogies, and opportunities to grapple with the pressing public problems of the day.
- Reward faculty, staff, and students for research, scholarship, and engagement that expand civic knowledge and promote committed investment in the common good.
- Delineate multiple educational pathways in the curriculum and co-curriculum—appropriate to institutional mission and fields of study—that incorporate civic questions, pedagogies, and practices for all students.

2. Make Civic Literacy a Core Expectation for All Students

- Make a comprehensive and contemporary understanding of civic learning and democratic engagement an overarching expectation for every student in general education programs, majors, and technical training.

- Articulate the specific elements of civic learning addressed in general education and major courses so students can differentiate and design a coherent plan of study for developing the full range of necessary civic skills and knowledge.
- Include the full civic continuum of civic capacities by creating culminating experiences in which students demonstrate civic agency as they integrate what they have learned and expand on understandings through collaboration with others to address complex public problems.
- Deploy across the curriculum and co-curriculum and in increasingly advanced levels a range of powerful civic pedagogies such as intergroup and deliberative dialogue, service learning, and collective civic problem-solving, each of which requires attentiveness to diversity, whether local or global.
- Monitor progress in students' civic development and support research on the correlation between students' engagement in civic learning and other priorities, including persistence, completion, and preparation for further study and careers.

3. Practice Civic Inquiry Across All Fields of Study

- Define within departments, programs, and disciplines the public purposes of their respective fields, the civic questions most urgent to explore, and the best way to infuse civic learning outcomes progressively across the major.
- Identify expected levels of civic achievement within fields and design creative ways for students to demonstrate their cumulative proficiencies.
- Expect students to map their civic learning as part of their intellectual biography over the course of their studies and reflect on their cumulative learning through general education, their major, and their out-of-class civic experiences.
- Promote global knowledge and engagement across diverse groups within and between countries as a context for expanding knowledge about citizenship, social responsibility, and collective public problem-solving.

4. Advance Civic Action Through Transformative Partnerships, at Home and Abroad

- Model institutional citizenship by employing democratic processes in the creation of local and global generative partnerships that are scaled up to address urgent issues and expand sites for active citizen participation in shaping the world for all partners.
- Invest in partnerships that are guided by shared democratic values and practices such as reciprocity, mutual respect, co-creation of aims and actions, and ends that benefit the public good.
- Design new models for creatively pooling resources—social, economic, cultural—and for empowering collective democratic action as a means to improve the overall quality of people's lives.
- Use collaborative, generative partnerships to determine new lines of research for faculty, expand definitions of who has expertise and knowledge, and provide further arenas for integrating knowledge and action for the public good.

There are multiple ways to provide incentives for embracing the public purpose of an institution. We encourage colleges and universities who are designing their Civic Investment Plans to consider some of the following. No strategic plan should be created that does not address how the institution's strategies will reinforce its civic mission. Learning outcomes can be explicitly linked and defined by how they contribute to civic capacities. Student affairs professionals can provide more arenas for students' public-oriented leadership to develop, and students already deeply enmeshed in social justice and civic transformational activities could be highlighted as contributing to a campus civic ethos just as athletes are praised for sustaining school spirit. Faculty could receive reduced course levels when designing community-intensive collaborative projects around which to build courses and research projects.

Similarly, students could make a civic commitments portfolio as part of their culminating project before graduation in which they reflect on what they have learned and how they aspire to carry civic literacies and civic action into their workplaces and community lives. Alumni offices and institutional researchers could track students at selected intervals to learn more about the impact of college on students' civic and political participation. Alumni events could feature civic issues when graduates reconvene and alumni could be tied into ongoing civic networks in the cities and towns where they live.

All sectors within higher education should and can make education for democratic citizenship a shared enterprise for the 21st century, but like the federal government, colleges and universities cannot, and should not, presume to do it alone. Higher education will need to create strategic civic partnerships with a range of other entities: community and civic organizations, businesses, hospitals, K-12 schools, policy leaders, local, state, and federal governments, and global partners. Such partnerships, if taken seriously, will likely reconfigure academic inquiry, pedagogy, and scholarship.

As these recommendations and others are put into place for more intentional and progressively sequenced designs for civic learning and democratic engagement, it will be important to assess progress to inform ongoing reforms and identify further areas of research. The field has already generated an impressive body of research, but it is uneven across topics. We invite readers to review a report commissioned by this project that contributes to what is already known about the impact of civic engagement on students. The paper, *Civic Learning and Democratic Engagement: A Review of the Literature on Civic Engagement in Post-Secondary Education* by Ashley Finley, is available at www.civiclearning.org. Below we share recommendations from the national roundtables identifying three clustered areas for research and assessment.

What higher education knows now: Disseminate more widely existing assessment tools for measuring student civic learning and effective practices in democratic engagement. Amass and publicize the evidence that indicates how civic learning, civic agency, and democratic engagements can help

retention and college success. Determine what additional studies need to be undertaken to illuminate more about this linkage.

What higher education can do now: Support scholars doing research projects on civic learning and engage students in the process. Use the Civic Investment Plan at the end of this chapter to identify specific research projects that could be initiated at one's own institution. Establish a set of standards in civic learning that would serve as guidelines to establish benchmarks for measuring and reporting progress.

What higher education needs to know in the future: Sponsor and support further research on the impact of programs and partnerships that foster civic learning and democratic engagement on learning outcomes and student development. Add additional research questions to routinely-administered higher education surveys to deepen the understanding of learning environments that enhance key civic competencies. Develop indicators with a national framework and then report on levels of civic and democratic knowledge, skills, values, and action achieved by high school and college graduates.

<p>The Role of Educational and Policy Leaders in Making Civic Learning an Integral and Expected Part of Educational Quality</p>

In the period following World War II, educational leaders took seriously the role that higher education should play in building democratic knowledge and capacity. The Truman Commission recommended that general studies in the arts and sciences be directly tied to the challenges of democracy. The authors of the highly influential Harvard Redbook took a similar tack, outlining the role of general education in a free society (Harvard University Committee on the Objectives of a General Education in a Free Society 1945).

In practice, however, decisions about whether to foreground civic and democratic knowledge and learning were left to the discretion of individual colleges, community colleges, and universities, and frequently, to the discretion of those responsible for specific programs of study. Most educators rightly believe, of course, that fostering critical thinking skills is an important part of preparing graduates for civil society. But preparation for democracy in the broader sense addressed in these pages—literacy, inquiry, and civic engagement in U.S. and global contexts—have remained elective rather than expected.

As a result, civic learning and preparation for democracy have largely been left out of quality frameworks and standards—at all levels of program review and quality assurance.

It is time to make education for democracy a core quality commitment, clearly and explicitly. The National Call to Action therefore calls on policy and educational leaders responsible for quality at all levels to ensure institutional commitment, capacity, and effectiveness in preparing students as knowledgeable citizens ready to contribute to a democratic and globally engaged polity.

1. Make civic learning for democratic engagement an expected component of program integrity and quality standards at all levels.

- Review and strengthen the federal standards that govern accreditation to ensure that preparation for democratic citizenship becomes integral rather than optional in educational institutions.
- Review state and/or state system learning outcomes and program standards for postsecondary study to ensure that all students will be prepared for democratic participation and for knowledgeable involvement in the global community.
- Review academic standards for regional, national, and specialized accreditation to ensure that they address preparation for democratic participation and for global community, in ways appropriate to educational mission.
- Review educational goals and learning outcomes at the campus and program level to ensure that students are prepared for informed democratic participation and global community in ways appropriate to institutional mission and particular subjects of study.
- Monitor educational practice across the curriculum and co-curriculum to ensure that every program provides meaningful opportunities for students to advance in civic learning and global engagement.

2. Make demonstrated achievement of civic learning—U.S. and global—an integral part of quality assurance and public accountability at all levels.

- Engage scholars and educational leaders in developing indicators and reporting frameworks for student achievement that include civic learning in a global context.
- Include civic learning in U.S. and global contexts as expected outcomes in public reporting frameworks for student learning outcomes—national, state or state system, and campus-specific.
- Create and support an ongoing integrated research program—involving scholars from different disciplines and views—to build deeper understanding of practices and policies that foster civic learning and democratic engagement in U.S. and global contexts.
- Disaggregate the data on participation in civic learning programs and pedagogies to ensure that students from all backgrounds are participating.
- Make national reporting on students’ gains in civic knowledge, skills, and engagement a signature for U.S. education and a point of widely shared pride.

**Federal, State, and Municipal Governments as Public Advocates and
Partners for the Common Good**

The National Call to Action turns to the U.S. Department of Education, which initiated the call, and to the Federal Government as a whole, but also to state and local governments that collectively wield power to make civic learning a national priority for this urgent crucible moment. Each can contribute to making civic learning a catalytic commitment across all parts of higher education—and beyond.

Virtually in chorus, the many civic educators and leaders who joined in this analysis through national roundtables affirmed that federal, state, and local governments can and should play a key role in moving civic learning from being accidental to being expected of all college graduates. It takes a community to sustain a democracy. The government's most important role in fostering civic learning should be to work across government agencies, in concerted partnership with educators, campus leaders, students, policymakers, and business and community leaders in states and regions. In that important public role, the thrust should be to create a far more supportive and enabling public climate for revitalizing and reaffirming higher education's civic mission.

In this spirit, we recommend that the U.S. Department of Education and other federal agencies such as the National Endowments for the Arts and for the Humanities; the National Science Foundation; the Departments of Labor, Justice, Health and Human Services, and Housing and Urban Development; the State Department; and the Corporation for National and Community Service—to name only a few—work together with the higher education community and civic organizations, state and local governments and other state systems, and with other policy leaders and influencers, to assume leadership at all levels in the following five key arenas.

Five Overarching Actions for Federal, State, and Local Governments

- 1. Champion civic learning explicitly and repeatedly in its fullest democratic-enhancing dimensions as a fundamental U.S. priority and a component of all educational programs, including those that relate to job training and workforce development.**
 - Incorporate promoting civic learning and democratic engagement in the U.S. Department of Education mission statement as well as those of state education departments.
 - Intervene in the current national narrative to suggest how civic learning and public problem-solving contribute to sustaining economic vitality, strong communities, and the development of intellectual, social, and political capital.
 - Echo in publications, speeches, and media the comprehensive call from the Campaign for the Civic Mission of Schools' triple C's—Colleges, Careers, and Citizenship—for both K-12 and for postsecondary education.
 - Stress evidence that points to how engaging students in large public issues and hands-on action with communities correlates with outcomes that contribute to retention and graduation rates.
 - Serve as public spokespeople advocating contemporary understandings of what civic learning in a diverse U.S. democracy and a global century now requires in terms of leadership, intercultural knowledge, collective public action, and democratic justice.
 - Designate high-profile civic ambassadors from business, non-profits, media and arts, the public sector, religious communities, and other constituencies across political parties to help champion this robust civic message.

- Identify symbolic ways to broadcast the richer understanding of civic learning charted in the first chapter of the report to the broader public through high-profile public events.

2. Strategically refocus existing funding streams to spur—from school through college and beyond—civic learning and practice in the curriculum, co-curriculum, and experiential education.

- Provide public and financial support, even in a difficult period of downsizing governmental funds and infrastructures, through strategic and creative ways for civic-oriented practices, programs, and pedagogies at two- and four-year colleges and universities.
- Convene a Civic Interagency Policy Alliance, first through the leadership of the U.S. Department of Education, but imitated by state and local governments, to launch a civic audit to determine where funding opportunities might exist across agencies that could be designed in mutually complementary ways to heighten civic competencies and democratic commitments.
- Direct existing or new federal, state, or local dollars to entwine *multiple* purposes, especially the following three: increasing graduation rates, promoting civic learning and democratic engagement, and preparing students for work in a constantly evolving workforce.
- Expand the mission of the Corporation for National and Community Service to address curriculum development for civic learning in U.S. and global contexts, and thereby contribute to civic learning and democratic engagement becoming part of the expected, rather than the elective, curriculum.

- 3. Create financial incentives for students, including first-generation students and those studying in career and occupational fields, to facilitate their access to college while expanding their civic capacities as part of their education.**
 - Examine current federal programs (such as TRIO and Gear Up) and state funding streams designed to increase access and success to and through college to investigate how to profitably adapt them to foster expanded civic capacities and opportunities for hands-on public problem-solving.
 - Encourage colleges and universities in locations—where locations allow expansion—to go well beyond the current federal government requirement that at least 7% of Federal Work Study funds be used to pay students for jobs in community-based placements.
 - Evaluate the feasibility of establishing a Civic Action Corps at our nation’s colleges and universities that functions like ROTC with scholarships, special focused courses, and expectations for public service after graduation as a mechanism for combining access, citizenship, and meaningful public service careers.
 - Increase public awareness of Income-Based Repayment and Public Service Loan Forgiveness Policies—which can significantly reduce the cost of higher education—to encourage students to enroll in college and pursue careers in the public service sector.
- 4. Tie funding for educational reform and research initiatives—at all levels—to evidence that the funded initiatives will build civic learning and democratic engagement, both U.S. and global.**
 - In calls for funding opportunities, integrate civic expectations in the calls and expect grantees to report on the civic impact of their funded initiatives.
 - Review the impact of the shift in funding expectations by examining the final reports from the grantees.
- 5. Report regularly on the levels of civic and democratic learning, set national and state goals for expectations about students’ achievement in civic learning before they graduate, and make such outcomes a measurable expectation of school and post-secondary education in public, private, and for-profit degree granting institutions.**
 - Set clear expectations at the federal and state levels for improvement in students’ civic learning and democratic engagement in similarly forceful ways that benchmarks for graduation rates have been advocated.
 - The U.S. Department of Education should report to the nation annually the levels of civic learning and skills achieved, and states should report local levels by drawing each year on multiple sources of data.
 - Support higher education researchers to develop a national framework of civic indicators across knowledge, skills, values, and collective action.
 - Report at the state and federal levels the synthesized research from higher education researchers that that measure progress along a spectrum of civic indicators.

***Other Key Stakeholders in Promoting Civic Learning for a Diverse
Democracy in a Global Century***

The national roundtables that shaped this national report included key people representing other entities that interact with, influence, and in some cases are the intellectual lifeblood of colleges and universities. Each attendee eagerly participated in formulating the National Call to Action in general and in thinking through the part their own group could play in elevating education for democracy and civic responsibility as a priority for every college student. We identify below some recommendations that surfaced through the national roundtables and **charge these stakeholders to make it a priority to set the contours of a civic agenda for their groups and create their own Civic Investment Plans.** We offer the following as merely a starting point for further action.

K-12 Systems

1. Work with traditional and alternative teacher preparation programs to ensure that newly credentialed K-12 teachers receive the necessary training to develop their capacities for advancing civic knowledge, skills, values, and action at whatever level they will teach and across differing subject areas.
2. Build on the work of the Campaign for the Civic Mission of Schools and other civic school reform groups to continue developing a fresh understanding of the more robust kinds of civic learning demanded for a diverse and globally linked democracy, and draw from the Campaign's well-articulated set of civic competencies.
3. Expand curricular opportunities and adopt proven pedagogies that research suggests enhance civic competencies.
4. Coordinate with higher education, parents, policy makers, and other locally influential groups to form even stronger alliances that will help identify students' growth in civics and history using state accountability data systems, secure necessary funding to support civic learning in schools, and elevate civic learning to the prominence it deserves.

Higher Education Associations

1. Convene representatives of higher education associations on a regular basis to coordinate efforts to make more visible and influential national leadership to promote civic learning and democratic engagement.
2. Accentuate education for democracy in a diverse U.S. society and globe within publications, conferences, projects, and institutes.
3. Encourage member institutions within the differing higher education sectors to map across different student populations within those sectors access to opportunities for enhancing civic learning and democratic engagement.
4. Establish new mechanisms at the national and institutional level for strategic planning and collaboration across K-16 to create civic pathways for students.

Disciplinary Associations

1. Define and advance new civic and democratic arenas of investigation within academic fields and make such learning a focus of conferences, publications, and awards.
2. Support public scholarship and sponsor professional development for faculty to enhance their civic literacy and pedagogical expertise and elevate the implications of civic responsibility in their courses, programs, and scholarship.
3. Convene a democracy collaborative across disciplinary associations that can be featured at respective meetings and promote deeper investigations of civic questions deeply rooted to disciplinary and interdisciplinary fields of inquiry.

Civic Organizations and Community Leaders

1. Strengthen ties between higher education and civic organizations to reinvigorate democratic practices, advance collaborative governance, promote dialogue and deliberation, and encourage active and collaborative community problem-solving.
2. Define clearly for colleges and universities what the community's needs, priorities, and expectations are for campus/community partnerships and integrate those perspectives into the student's community-based civic learning experiences within collaborations.
3. Draw connections during public events and through research between workforce competencies and civic and democratic competencies.
4. Take initiative to ally with the campus leaders who are striving to enlarge the civic horizons and capabilities of their students and be bold about asserting their own special areas of expertise.

Employers

1. Articulate for the public the civic dimensions of the workplace that are essential for innovation, productivity, and success.
2. Include key civic and ethical competencies as requirements for hiring.
3. Offer ongoing educational opportunities in work environments to continue to develop and practice civic democratic skills.
4. Conduct business-education roundtables focused on the intersection between civic learning, employment, and economic development.

Foundations and Philanthropic Entities

1. Use the public stature and influence of philanthropy to raise the visibility and importance of civic learning and democratic engagement as a national priority.
2. Invest in strengthening a national movement to elevate civic learning and democratic engagement as urgent priorities.
3. Convene federal agencies, private foundations, and other key stakeholders to map out coordinated strategies and identify multiple funding streams to support next-level civic work and expand institutional capacity to sustain it.
4. Promote cross fertilization and collaborations among the multiple entities funded.

We close this chapter with an invitation to all constituents and stakeholders to act, both in the short term and the long term, and singly as well as in collaboration with others. As the report has emphasized throughout, strengthening our democracy and the lives of its citizens will require a large scale, collective effort. There is a role for everyone and everyone is needed. To spur on that effort, we have created a series of tools to prompt action. We urge colleges and universities and non-profit organizations alike to create a Civic Investment Plan (CIP).

The CIP for colleges and universities precedes the CIP for organizations and groups. For colleges and universities, we have also created a Civic Institutional Matrix to function as a resource for an asset/gap analysis of the level of civic-mindedness at your institution. We hope these tools will be added to a larger national repository of existing and new instruments that might facilitate thoughtful deliberations about how to create locally appropriate, strategically designed civic action plans.

Above all, we hope to encourage all those who read this report to believe they can act in concert with others to close the civic achievement gap, reinvigorate our democracy, and help all people develop the capacities to work together to create stronger communities, a more vibrant economy, and shared democratic commitments to “promote the general Welfare” at home or abroad in the process.

Civic Investment Plan

Colleges and Universities (Phase I)

This is an invitation to take part in a larger national effort to elevate civic learning and democratic engagement as an animating priority for the nation and an expected part of every college student's academic and campus life experience. The Phase I CIP is designed to prompt short term actions that can be implemented more quickly. The Phase II CIP is designed to generate a more in-depth, long-term approach. We encourage you to ultimately do both.

Quick assessment and potential actions:

What single recommendation in the National Call to Action might your institution claim as its own and work to implement in the coming year? What collaborations have to be established to accomplish that?

What is already in place as signature civic enterprises with positive outcomes at your institution? How might you make those available to more students? How might they be layered with one or two other civic outcomes across the curriculum or in campus life?

What two actions might your institution take to make an existing community partnership more reciprocal, democratic, and influential? And what two actions could you take to be sure those partnerships result in positive benefit to the community participants?

What two high profile events might be instituted that would underscore that the institution values education for democracy and civic responsibility?

In scanning the range of potential stakeholders committed to strengthening democracy and civic responsibility, what new person or entity might you engage?

What single activity, program, or practice might your institution do this next year to acknowledge students' civic and democratic leadership?

What one way can your institution foster civic responsibility through your existing global or international programs?

How might you publicize a signature civic program at your institution this year?

Civic Investment Plan

Colleges and Universities (Phase II)

More in-depth assessment and long term-action:

Work in collaborative teams at your institution to collectively complete the Civic Institutional Matrix on the following page to assess broadly the assets and gaps along the four dimensions of a civic-minded institution and along the various domains of your institution. *(See the more specific guidelines for approaching the matrix mapping that immediately follow the chart.)*

Add any domains that are not yet listed, but which are important to include at your institution. Then create an action plan that builds on the assets and begins to close the gaps that were identified.

Involve students, faculty, student affairs staff, administrators, community partners, or other important constituents in the discussion of the Civic Institutional Matrix.

Inventory the available data sets that you already possess and compare them with your qualitative matrix findings through your deliberative discussions with colleagues. What stands out? Where are there discrepancies? What additional research or information might you need and how might you produce it?

How pervasive are your civic learning opportunities for students and how comprehensively do they include the full range of outcomes across the civic continuum of knowledge, values, skills, and action?

Determine what structures are in place to mobilize sustained action to increase the institution's goal of educating for democracy and civic responsibility. Determine which structures need to be developed to accomplish your goal?

Select three or four large public problems that you can address at your institution given its mission, location, history, constituents, and academic strengths? Plan how your institution will work with external partners to construct creative, effective ways to begin to address the identified public problems? Determine how you might thread those public problems through the curriculum, co-curriculum, and engagement with local and global communities.

Civic Institutional Matrix

Assessing Assets and Gaps in a Civic-Minded Institution

	Dimensions of the Civic-Minded Institution				L /M/H (Degree of pervasiveness)
	Dimension 1	Dimension 2	Dimension 3	Dimension 4	
	Civic Ethos	Civic Literacy	Civic Inquiry	Civic Action	
Domains of Institutional Functioning and Culture	Mission, Leadership, & Advocacy				
	General Education				
	Majors				
	Student Life & Campus Culture				
	Community-based Experiences				
	Reward Structures				

*This matrix was inspired by the Campus Diversity Evaluation Project Institutionalization Rubric found in AAC&U's *Making a Real Difference with Diversity: A Guide to Intuitonal Change* (2007), more fully developed in the Personal and Social Responsibility Institutional Matrix (www.aacu.org/core_commitments/documents/PSR_Institutional_Matrix.pdf).

Civic Institutional Matrix: Assessing Assets and Gaps in a Civic-Minded Institution

Overview

This *Civic Institutional Matrix* is designed to help you map your institution's overall commitment to civic learning and democratic engagement, on and off campus, whether locally or globally situated. We invite campus leaders to form a team of key stakeholders to complete the matrix together on behalf of their institutions. We recommend identifying stakeholders who are diverse both positionally within the institution and in terms of perspectives and backgrounds. Overall, the group's sphere of influence should be broad, reaching across the curriculum, co-curriculum, and beyond the campus borders, and should meaningfully involve students and community partners. As you work together to fill in the matrix, think of yourselves as your institution's cartographers, mapping how your institution visibly reveals its core values related to civic learning and democratic engagement.

Matrix Elements

The Matrix consists of a 4 x 6 grid capturing essential dimensions of a civic-minded institution and key domains of institutional functioning and culture.

Horizontal Axis: Four Dimensions of a Civic-Minded Institution

As team members fill out the matrix, we invite you to review the descriptions of the four dimensions—civic ethos, civic literacy, civic inquiry, and civic action—found in Figure 4 (p. 22) and expand upon and refine these descriptions. As a group, you may also want to identify other important dimensions that are pertinent for your institution.

Vertical Axis: Domains of Institutional Functioning and Culture

The current matrix identifies six domains. You might find it more strategic and relevant to focus on another domain such as campus activities and organizations, scholarly activities, evaluation and assessment, or policies and procedures. Mapping civic learning and democratic engagement across these domains should help you determine where your institution has assets and gaps.

Rating Box: The Degree of Pervasiveness of Campus Efforts

The matrix asks you to consider two mutually reinforcing aspects of institutionalization—breadth and depth. Significant breadth and depth would be demonstrated by effective, sustainable, and comprehensive institutionalization of programs, policies, and procedures that support civic learning and democratic engagement.

Completing the Matrix

As a group, map your institution's commitment to civic learning and democratic engagement using this matrix. In order not to turn the exercise into a labor-intensive and overwhelming task, you might begin mapping first through conversation, localized knowledge, and perception before you compare those impressions with other kinds of available data. Use the space in the boxes provided to catalogue the programs, policies, and initiatives that fall into specific ***domains of institutional functioning and culture*** and ***dimensions of civic learning and democratic engagement*** (e.g., capstone courses that raise civic questions related to one's discipline would be listed under the domain of *majors* and under *Dimension 3: Civic Inquiry*). Use sources of knowledge readily available to the team: the experience of team members, information in catalogues and on your institution's web site, existing institutional data, etc. The rating boxes allow you to indicate the degree of pervasiveness for each dimension, across each domain.

Asset-Gap Analysis

When your matrix is completed, examine both the ***assets*** (patterns of clearly established programs and policies) and the ***gaps*** (areas where civic learning and democratic engagement is missing). As a group, ask yourselves what made your assets possible? What caused gaps to occur? From there, begin to develop an action plan to build on your assets and close your gaps, using CIP prompt questions if useful.

Civic Investment Plan

Organizations and Groups

This is an invitation to take part in a larger national effort to elevate civic learning and democratic engagement as an animating priority for the nation and an expected part of every college student's academic and campus life experience. This CIP is created with organizations and groups in mind who are not colleges or universities..

Potential actions:

What single recommendation in the National Call to Action might your organization or group claim as its own and work to implement in the coming year?

What collaborations with higher education institutions or other stakeholders have to be established to accomplish that?

What two ways might you publicize this commitment as you begin to take action?

What is already in place as a signature civic *program of yours* that would be strengthened by the engagement of a college or university in your vicinity? How might you initiate that potential reciprocal collaboration?

What two practices or programs might your organization or group initiate in partnership with a college or university in your area to strengthen some aspect of *their civic work*?

What two high profile events might be instituted in the coming year that would underscore the importance of reversing the civic deficit?

In scanning the range of potential stakeholders needed to strengthen democracy and civic responsibility, what other external stakeholders might you reach out to? In order to accomplish what desired goals?

IV. Trailblazers for Civic Learning: From Periphery to Pervasiveness

"I've...made it a personal mission to ensure that professors and administrators embrace the civic mission. Administrators often talk about creating better citizens, but the mission never filters down to students."

Rachel Karess, Student, Indiana University

"Democracy can survive only as strong democracy, secured not by great leaders but by competent, responsible citizens....And citizens are certainly not born, but made as a consequence of civic education and political engagement in a free polity."

Benjamin Barber, *Strong Democracy*, 1984

The foundational work of reinvesting in education for democracy and civic responsibility understood in its 21st century global context has already begun. But opportunities still remain optional on most campuses and peripheral to the perceived "real" academic mission of too many others. Civic learning is more random than progressively mapped, either by the institution or its students. Academic professionals spearheading civic investments are too frequently unrewarded and in some cases even penalized for their invention and commitment. Progress has been made in civic learning and democratic engagement, but not enough.

Research conducted by the Association of American Colleges and Universities indicates in one study of 24,000 students that *only one-third* felt strongly that while in college their civic *awareness* had expanded, that the campus had helped them learn the *skills* needed to effectively change society for the better, or that their *commitment* to change society for the better had grown (Dey and Associates 2009, viii). Likewise, only a bit above one-third felt strongly that faculty publicly advocated the need for students to become active and involved citizens (Dey and Associates 2009, 5). Reaching the other two-thirds of students should be the benchmark set for 2020.

The Wabash National Study of Liberal Arts Education is investigating the progress students are making across various learning outcomes. It offers similarly clear evidence that higher education has to rethink how it orders its curriculum, pedagogy, and educational experiences to effect greater impact on student learning. Its longitudinal examination of student learning over four years indicates that in six of the eleven learning outcomes measured, the majority of students experienced either "no growth or a decline" (this and other Wabash National Study statistics are from Finley, forthcoming).

Regarding students' growth in level of commitment to socially responsible leadership, for example, data reveals moderate to high growth in 52% of students, small growth in 13%, and no growth or decline in 35%. Growth in students' valuing of political and social involvement is lower still. Moderate to high growth posts 35%, while small growth posts 7%, and no growth or decline posts 58%. Openness to diversity and challenge, a critical dimension of civic learning and democratic engagement, is lower still: moderate to high growth is reported in only 31% of students and small growth in 8% with

no growth or decline in 61%. The Higher Education Research Institute (HERI) data reported in the Finley publication likewise indicates that seniors' self-rating since entering college in terms of understanding the problems facing their community was much stronger for only 24.9% of students. Knowledge of people from different races/cultures fared only slightly better with 27.1% reporting much stronger (Finley forthcoming).

The most revealing news in the Wabash National Study is that fewer than 40% of students engage in *any* of several key practices that are tied to civic learning outcomes, and fewer than 20% of students participate in *three or more at a high level* (O'Neill forthcoming). The positive news in that otherwise unsettling picture is that *for students who do engage in multiple practices at high levels over time, there is a greater level of growth in several civic learning measures reported above.*

That finding suggests that good practices are in place but not required. It also underscores that even when they are available, too few students choose or have the opportunity to take advantage of them. It also suggests how important it is for intellectual and civic development to identify the specific continuum of contemporary outcomes for civic learning while also making transparent where such outcomes are embedded in curricular and co-curricular experiences.

While there are continuing reforms to make if colleges and universities are to be one of the sites for citizenship development, there is no need to start constructing civic-minded campuses as if there is no balance in the bank account. To the contrary, there are emergent curricular models, tested pedagogies, innovative campus life programs, and accumulating evidence pointing to the impact of these new forms of education for democracy on multiple levels and on various constituencies. *But these are: 1) not deliberately orchestrated in a developmental arc, 2) not pervasive across students' experiences, or 3) not expected of every graduate. Correcting those three omissions would transform higher education into an even more powerful national resource for strengthening democracy, communities, and lifelong citizen engagement.*

The accompanying chart (Figure 7 on the following page) points to some ways the academy can move from partial transformation to pervasive civic and democratic learning and practices.

Figure 7. From Partial to Pervasive: Constructing More Advanced Levels of Civic Learning and Democratic Engagement in Higher Education	
<i>Partial foundation laid...</i>	<i>Moving to pervasive integrated levels...</i>
Civic learning is optional for some students	Civic learning is expected for all students, regardless of field or area of study
Civic learning is a one-time experience	Civic learning is infused across students' educational experiences over time in a developmental arc
Student learning occurs in academic programs and application of knowledge occurs in civic contexts	Student learning occurs in both academic programs and civic contexts and application of knowledge extends and deepens learning
Teaching critical thinking does not consider real-world contexts	Teaching critical thinking also occurs in relation to issues of public significance
Civic learning is individually-oriented	Civic learning also fosters collaboration with diverse other people and groups
Civic learning is outward focused	Civic learning asks students to reflect on their own social identity and location as well as those of others
Faculty in some disciplines and certificate programs raise civic questions in relation to their field	Faculty in all disciplines and certificate programs raise civic questions in relation to their field
Community-based scholarship is accepted in some departments	Community-based scholarship is positively viewed in all departments and influences hiring and promotion of faculty
Civic learning practices in the curriculum and co-curriculum are parallel but not integrated	Civic learning practices in the curriculum and co-curriculum are coordinated and connected through partnerships between academic and student affairs
Community engagement is one-directional, with colleges/ universities providing expertise to the community	Community engagement is reciprocal, with colleges/universities and communities working together to identify assets and solve public problems
Mission and vision statements do not explicitly address civic responsibility	Mission and vision statements explicitly address civic responsibility

In planning how to create the will to advance from partial to fully integrated education for democracy, it is instructive to consider what led to the initial civic transformations. These innovations were stimulated by powerful external social movements, internal educational reforms, federal and state incentives, burgeoning civic-oriented non-profits across the political spectrum, and philanthropic funding. The innovations were carried forward by the more multicultural and more socially conscious

student body; by new arenas of scholarship and faculty investment in student-engaged pedagogies; by student affairs staff promoting student leadership and social responsibility; and by senior administrative leaders, including presidents, who embraced the inherent civic mission of a college education. They were fueled by community leaders and groups both locally and globally who organized to address a range of public issues that held their communities back and helped colleges and universities understand what reciprocal partnerships meant. The task to advance to the next level in the coming decade will require nothing less.

This chapter, therefore, reflects briefly upon the history of civic reform in higher education that is decades deep and describes campus actors who can function as the first of an ever widening and inclusive circle of civic advocates. Chapter V takes the reader onto campuses and into communities for a sneak preview of more advanced campus practices that seek to spur more civic-minded institutions, expand civic intellectual and political capabilities, and invest in creating strong communities.

The Trailblazers: Fashioning Civic-Minded Institutions

Trailblazers who have laid the partial foundation for wide scale civic learning and democratic engagement are campus-based actors who share a passionate commitment to wed intellectual inquiry and expertise with a sense of social responsibility for the welfare of others and the planet. Innovative, collaborative, and action-oriented, the principal actors are primed to elevate civic learning as an essential component of a college degree and a force for building stronger communities locally and globally. But they are still the exception on most campuses, a lone voice in a department, a single program in student affairs, a cluster of presidents often at risk for their civic leadership. Mobilizing broad masses of people beyond just trailblazers is critical if the civic deficit is to be erased. And there is a role for everyone at every level in academe which the Civic Investment Plan can help specify.

Student-driven: The cast must first begin with students who spurred initial demands that their education address big questions and complex unsolved social problems. Despite the common attribution of students as self-focused and disengaged, an influential minority has consistently been a leavening agent in education for civic responsibility and democracy for decades.

Foster a Civic Ethos

Capitalize on students' civic leadership and experience while further empowering them to grapple with the pressing public problems of the day.

According to the Higher Education Research Institute (HERI), today's college students are the *most engaged* students in community-based partnership and social change of *any* generation. To reiterate an earlier point, HERI reports that 85.3% of first-year students responded "frequently" or "occasionally" to "performed volunteer work" as high school seniors (Pryor et al. 2009). While

volunteering is but one step on the civic learning continuum that was charted in the first chapter, it is a disposition that can be cultivated into fuller civic agency informed by ever more comprehensive understandings of how existing structures can be changed to better serve the nation and the world. The antecedents for these current students are, in fact, the first generation of students who were finally admitted to college only after patterns of discrimination that the Truman Commission so deplored were dismantled nearly forty years after the Commission's report had been issued.

The Civil Rights Act of 1964 that officially outlawed most discrimination against racial minorities and women marked the beginning of the end of racial segregation and gender discrimination in American higher education. It took several more decades to advance and is still a work in progress. However, with the increase in African Americans and other formerly excluded groups in our nation's colleges and universities, challenges were made to largely unquestioned assumptions about history, literature, democracy, justice, and cultural norms, and what the ultimate purposes of a college education should be. Women across class, color, age, and sexual identity coming to college in record-breaking numbers joined suit in asking more from their curriculum, their faculty, and campus life. These women became a force for seeking broader public purposes to which their knowledge could be applied. Today they dominate service learning. With the demographic shift, the curriculum shifted as well. New, often interdisciplinary, academic programs emerged.

Thus, the campus did not so much go out into the community at that juncture as the community came onto the campus—as college students. The expansion of community colleges accelerated the demographic shift. With a much more representative American college student body, the climate and concerns on campuses altered. Today's students are a heterogeneous mix of racially, religiously, and ethnically diverse people, many of whom are first generation and new immigrants—all from widely

Bonner Foundation Student Development Service Model

Pre-College Level: Expectation

Ethic of care as core value for engagement and service

First-Year Level: Exploration

Involvement in a variety of service projects

Second-Year Level: Experience

Focus on a set of issues, neighborhood, and/or agency

Third-Year Level: Example

Emerge as leader of peers and begin to manage discrete projects

Fourth-Year Level: Excellence

Continue as project leader or in specialist capacity

+++++

Common Commitments for Co-Curricular and Curricular Experiences

Civic engagement

Social justice

Community building

Diversity

International perspective

Spiritual exploration

Hoy and Meisel 2008

differing socio-economic backgrounds. Most of these students already define themselves as citizens of multiple communities; thus they bring a consciousness to campuses of the larger interdependencies that characterize modern life.

In the late eighties and nineties, a formative wedge of socially-minded students were a determining force in the establishment of volunteer service centers that now are commonplace on nearly every campus. “The manner in which we engage in our democracy goes beyond, well beyond, the traditional measurements that statisticians like to measure us by, most notably voting,” ruminated a group of students at a Wingspread civic engagement conference in 2001 (Long 2002, 9). They went on to explain, “Many of us at Wingspread perceive service as alternative politics, as a method of pursuing change in a democratic society,” (2) and while admitting their disillusionment with conventional national politics, they affirmed “we have more interest in local politics and global politics” which “often involve issues that are of special concern to us” (1).

Some of that student political engagement is reflected in the myriad clubs and activities where students organize in a variety of ways on issues that matter deeply to them: sharp rises in tuition, racial justice, sweatshop labor practices, climate change, abortion, human rights, poverty, hunger, and human trafficking. Some join nationally with other college students to influence public policy and learn how to lobby their Congressional, state, and municipal representatives.

Three examples suggest the range of civic learning and real political engagement that students practice. **The One Campaign** works with the general public and college students to encourage Congress to allocate at least 1% of the GDP to alleviate global poverty (www.one.org). **The Interfaith Youth Corps**, founded in 2002, is building a youth movement that believes “faith can be a bridge of cooperation, strengthening our civil society and promoting the common good” (www.ifyc.org). Their Interfaith Youth Institute and Better Together Campaign fostered youth-led events in more than 200 campuses last year. Power Shift 2009, organized by the **Energy Action Coalition** which itself was co-founded by Billy Parish when he was a Yale student, brought 12,000 students to Washington and thousands more again in 2011 to learn how to shape legislation and lobby Congress (www.energyactioncoalition.org). On campus, student activists committed to sustainability, to elaborate only on one issue among dozens, are doing their social change civic work locally. Students are involved in securing environmental studies majors, green financial investments, and coalitions with presidents, facilities managers, and boards of trustees who have signed on to honor the American College & University Presidents’ Campus Climate Commitment (<http://presidentsclimatecommitment.org>).

Faculty driven: Like students, faculty members across all sectors in higher education have been drivers of the transformation toward education for democracy and social responsibility. Elizabeth Minnich describes them as establishing “a new academy” located, often literally “on the periphery” in “slightly shabby houses now owned by the university...[and] often hard to distinguish from the community that

relinquished them” (Association of American Colleges and Universities 1995, 2). The signs in the front lawn indicate: Center for Collaborative Learning, Women’s Studies, African American Studies, Environmental Studies, American Indian Studies, Interdisciplinary Studies, Deaf Studies, Institute for Technology and Values, Multicultural Studies, Science and the Humanities Programs, Center for Research on Teaching and Learning, Continuing Education Center.

Summarizing Minnich’s argument, one scholar in that same volume says “this new academy...welcomes rather than avoids critical and creative engagement with wider communities. It endorses and produces scholarship that seeks not just to know the world but to work toward a better world...pioneering ways of thinking, learning, and teaching that provide models for engaging differences constructively, rather than divisively” (Schneider 1995, vii).

Faculty members assumed leadership in channeling the volunteer energy of students into opportunities to explore important issues in an academic context. The disciplinary and interdisciplinary lenses provided the means to deepen students’ knowledge, investigate lines of inquiry, and expand civic skills through public engagement. Service learning became the term now used to describe a wide variety of community-based learning and research experiences that are embedded within courses and carry academic credit.

Recent HERI data indicates the timing is propitious for seizing on what has now become even more widespread faculty interest in education for personal and social responsibility. In one indicator of a core capacity necessary to civic learning, 82.5% of faculty in 2007-08 said teaching tolerance and respect for different beliefs was very important or essential; 72.4% said the same for engaging students in civil discourse around controversial issues. There was a huge increase of 19.1% in terms of how faculty answered the question about instilling a commitment to community service that emerged between the 2004-05 survey and the 2007-08 survey. The number jumped from 36.4% to 55.5%. Enhancing students’ knowledge of and appreciation of other racial/ethnic groups also jumped from 57.6% to 75.2%, while helping students develop personal values climbed from 50.8% of faculty goals for undergraduate education to 66.1% (DeAngelo et al. 2009).

Foster a Civic Ethos

Reward faculty, staff, and students for research, scholarship, and engagement that expand civic knowledge and promote committed investment in the common good.

These shifting faculty priorities reflect a larger trend. Civic-minded scholarship infused with diversity and global perspectives is defining the emergent field of public scholarship and new pedagogies of application. These are typically located in the muck of messy real world settings. Students don’t just theorize how to tackle stubborn, complex public problems; they are actually figuring it out with others through hands-on experiences. This approach by faculty is transforming the routine experience of an

introduction to chemistry course, an American history course, and an upper-level nursing course. But again, these faculty members are more exceptional; in this next phase, institutions need to reward faculty for these new forms of public scholarship and learning.

There are also existing national civic networks that should be tapped and expanded for leadership in mobilizing the next generation of investment in civic learning. TRUCEN, one of many faculty-oriented civic networks, is comprised of scholars and directors of civic centers at research universities (<http://www.compact.org/initiatives/civic-engagement-at-research-universities>). Typically involving smaller institutions, the non-profit Project Pericles sustains a network of colleges and universities committed to including “social responsibility and participator citizenship as essential elements of their educational programs” in courses, campus life, and communities (<http://www.projectpericles.org>). Imagining America (www.imaginingamerica.org), another example of a faculty-centered national civic organization, defines its mission as “animating and strengthening the public and civic purposes of humanities, arts and design through mutually beneficial campus-community partnerships that advance democratic scholarship and practice” (see Appendix IV for more information on each organization).

Typically characterized by the use of active learning pedagogies in courses, these same civic-oriented faculty members are often the practitioners of what the Association of American Colleges and Universities has termed the Principles of Excellence. As such they can be leveraged for the next expansive generation of civic work on campus because they:

- Teach the arts of inquiry and innovation;
- Engage the Big Questions;
- Connect knowledge with choices and action;
- Foster civic, intercultural, and ethical learning; and
- Assess students’ ability to apply learning to complex problems (Association of American Colleges and Universities 2007, 60).

Staff driven: The professionals who first responded to student demands for centers and programs that served the larger community were not the faculty but student affairs staff. They continue to be perceived by students as mentors guiding students’ development as whole, rounded people attuned to others’ needs and not simply their own. Student affairs has been assigned and openly sought to provide educational environments where students could practice self-development, self-governance, and attentiveness to others on multiple levels. These are all essential aspects of practice in democratic citizenship writ on everyday life which locates this group of trailblazers as especially poised to promote a campus civic ethos.

Foster a Civic Ethos

Delineate multiple educational pathways in the curriculum and co-curriculum that incorporate civic questions, pedagogies, and practices for all students.

Social responsibility has always been a cornerstone of student affairs just as it is in democratic citizenship. Student affairs staff focus on dimensions central to civic learning: how do groups of people live responsibility with one another, internalize bedrock consensus values that offer a moral compass to behavior, and establish rules and policies to guide expectations and consequences when rules/policies are violated?

Student affairs staff are the midwives of academic integrity, student honor codes, student government, student newspapers, student clubs, and student resident assistants. They are turned to as the first in line to help set up procedures to resolve issues that disrupt the equilibrium and core values of a community: sexual assault, cheating, acts of bigotry, theft, destroying campus property, and drunkenness.

They also often lead the campus volunteer centers that organize students to partner in service projects with local or global communities. They oversee student support centers empowering newcomers in higher education to succeed. They frequently manage campus sustainability efforts, organize intercultural programming in partnership with student groups, and lead international centers that send students abroad and shepherd international students on campus. Leadership from these trailblazers helps transform a campus into more genuinely and radically intercultural spaces of engagement.

Their insights will need to be tapped more fully in the next generation of civic work and their contributions recognized. Student affairs professionals have prodigious civic skills that can be deployed to expand students' civic capacities. Their leadership is crucial in any collective effort to make civic responsibility understood as the ethos and daily practice of the campus.

Foster a Civic Ethos

Explicitly articulate a commitment to public-mindedness and a concern for the well-being of others as a defining institutional characteristic.

Institution driven: Presidents are often the critical figure who shape the civic ethos of a campus and embody its core mission. They are the visible symbols of an institution and as such often define their institution's orientation both to internal as well as external publics. Do they engage with multiple kinds of community groups or just local donors? Do they provide leadership only for campus issues or to solve pressing local issues like inadequate K-12 schools, insufficient housing, crime, and economic development? Is the campus off limits to the neighborhood or does the president initiate programs that turn it into shared public space?

As the institutional leader, a president also has the power to sign public documents that locate his or her institution as standing for explicit values and commitments. Presidents have used this authority to join with others in collective civic pronouncement such as Campus Compact's Presidents' Declaration on the Fourth of July, the American Association State Colleges and Universities' American Democracy

Project, the Presidents' Climate Commitment, and the Association of American Colleges and Universities' Presidents' Call to Action to Educate for Personal and Social Responsibility.

One of the newest examples of the power of institutions to develop potentially influential national networks by working in larger institutional collaborations in support of education for democracy is represented by The Democracy Commitment: An American Community College Initiative. This recently launched network of community colleges that seeks presidential endorsement but full institutional involvement across levels describes their aims this way:

The Democracy Commitment will provide a national platform for the development and expansion of programs and projects aiming at engaging community college students in civic learning and democratic practice. Our goal is that every graduate of an American community college shall have had an education in democracy...whether [the student] aim[s] to transfer to university, gain a certificate, or obtain an associate degree.

www.deanza.edu/communityengagement/democracycommitment

As the Democracy Commitment and AASCU's American Democracy Commitment both understand, Institutional leadership derives from more than the office of the president. It comes from every level and division. Its effectiveness relies on everyone contributing to civic literacy and to civic agency. While most institutions focus on being good stewards of the local place where they reside, others define their place in national or regional terms. As such they model citizenship by investigating large consequential issues like agriculture, energy, health, or environmental sustainability. Still others model what a good global institutional citizen looks like through partnerships for international research, development, and education.

Trailblazers, then, from these four important campus constituents have jointly laid the foundation for what a civic-minded institution looks like and acts like. **They are poised for a second generation of engagement that can move civic enterprises from the periphery to the center and as an expected part of every student's college experience.** But they cannot do it alone.

To advance such an ambitious agenda, they also need support from other key stakeholders in the future of democracy, higher education, and economic and social development. It is important that other key constituents support the transformative leadership of these trailblazers. Disciplinary societies can applaud, publish, and promote public scholarship and engaged pedagogies; philanthropic groups can fund projects, research, and collaborations; higher education associations can lift up the leadership, creativity, and civic commitments of the trailblazers among their members; those responsible for quality assurance can measure their achievements; civic organizations can link with them as partners in collaborative projects; community groups can testify to their contributions to improving the quality of people's lives; and governmental agencies at the local, state, and federal level can fund, recognize, and partner with them.

A privately funded, independent initiative, Bringing Theory to Practice (BTtoP), shows the catalytic impact of strategic funding, a broad civic scope, and building a community of practice (www.aacu.org/bringing_theory). Launched a decade ago, BTtoP represents the most consistent funding for, focus on, and exploration of the civic mission of colleges and universities in higher education in this century. Over three hundred colleges and universities have been involved in various aspects of the project and just fewer than one hundred have received grant support. At the center of its concerns are how the three core purposes of liberal education interrelate: advancing knowledge and understanding; promoting the well-being and actualization of the learner; and acting responsibly toward the community and its diversity. To answer the question about the interrelationship, Bringing Theory to Practice has commissioned a series of research monographs, journal articles, and books. Furthermore, it has funded campus-based research assessing students' development, hosted conferences, supported innovative campus civic programs, supported student-led conferences, and convened think-tanks. Throughout it has been a leavening influence conceptually as well as financially. Importantly, over the years it has also seeded a network of practitioners and scholars who continue to sustain progress.

It is through the collective power from multiple entities inside and outside of higher education that there is hope of achieving a more capacious and transformative expression and practice of civic learning and democratic engagement. John Dewey understood the connection when he said, "Democracy needs to be born anew every generation, and education is the midwife" (Dewey 2008). And former Congresswoman Barbara Jordan understood that democracy is sustained not simply by a set of eloquent aspirations, but requires as well evidence of the capability of generating collective action: "What the people want is very simple. They want an America as good as its promise" (Jordan 1977). Together we can make it so.

V. A Foundation Partially Laid: Pathways to Democratic Engagement

“The first and most essential charge upon higher education is that at all levels and in all fields of specialization, it shall be the carrier of democratic values, ideals, and processes.”

Higher Education for American Democracy, 1947

“The way we run our classrooms and the way we connect those classrooms to our communities can have a lot to say about whether our teaching and learning practices are advancing a more diverse, socially just, and democratic culture.”

José Z. Calderón, 2007

If Chapter IV highlighted the trailblazers driving the civic transformations of two- and four- year colleges and universities, this chapter features concrete examples of the fruits of their labor. The foundations for civic learning and democratic engagement have, in fact, been partially laid. This report challenges readers to advance that crucial educational and democratic work to the next level. While the last chapter pointed to the leaders who foster a **civic ethos** on campus, this chapter offers concrete illustrations of programs, pedagogies, and partnerships that make **civic literacy** a core expectation for all students, practice **civic inquiry** across multiple fields of study, and advance **civic action** through transformative partnerships.

The chapter begins by examining how civic literacy and civic inquiry can be embedded within curricular pathways, both in general education and in specialized fields of study with the aim of creating a developmental arc mapped in the cumulative learning over time. The next section lifts up three of the most promising civic pedagogies: 1) intergroup and deliberative dialogue; 2) service learning; and 3) collective civic problem-solving. The third section points to the most potentially transformative means of overcoming the national civic shortfall and building civic capital. In this still exceptional design, a handful of two and four year colleges and universities have developed ambitious generative partnerships and alliances between higher education, communities, governments, and other key stakeholders. These partnerships are the result of co-creating democratic, participatory structures to address locally specific but nationally and globally intertwining problems. The chapter’s last section discusses ways of assessing these civic enterprises and doing further research.

Promote Civic Literacy

Articulate the specific elements of civic learning in general education and the major courses so students can design a coherent plan of study to develop the full range of civic capabilities.

Curricular Civic Pathways: Moving Civic Learning from the Margins to the Core

As one scholar-practitioner describes this moment, “Over the past decade, spurred by critique within the [civic renewal] movement itself, many academic institutions have launched ambitious centers and community-learning initiatives, committed to more sustained, intellectually rigorous, and socially transformative work. This second wave of engagement has tended to reframe the discourse of

community service into one of collaboration and citizenship, to reconnect community work with systemic issues of policy, power, and justice, and to work for change not only in individual courses, but at the level of the curriculum and the campus as a whole” (Scobey 2005).

In 2002, AAC&U’s civic working group was charged to gather K-12 teachers, heads of non-profit civic organizations, and representatives from higher education to see if transparent, coherent curricular pathways were in place from K-16 that offered students progressively more sophisticated levels of civic understanding and civic skills. None were to be found. What did emerge, however, were pockets of innovation that were not yet always connected to one another but held the promise of possibility. Similarly, in the examples below, no institution has put all the pieces together to formulate civic pathways for all their students, but some institutions have erected more well-lit thoroughfares.

These trailblazers demonstrate that it is possible to map more explicit, intentional, and developmental curricular designs. Through them, students move along multiple experiences in progressively challenging ways which can reverse the current poor showing on civic learning outcomes while also replenishing our nation’s civic capital.

1. Civic literacy as a core expectation in expected of all students in general education programs

With growing consensus across colleges and universities about essential learning outcomes, institutions have agreed that personal and social responsibility should be one of the four central outcomes of college learning. In a survey sponsored by the Association of American Colleges and Universities, 93% of students polled and 97% of campus professionals strongly agreed or agreed somewhat that personal and social responsibility should be a major focus of their institutions (Dey and Associates 2009, 3). While these essential learning goals are understood to be institution-wide goals, many campuses first turn to their general education curricula as a vehicle for deepening students’ civic knowledge, skills, values, and capacities for collective action.

Tulane University guides students’ commitment to public service by including a two-part public service general education graduation requirement. Students:

Complete an introductory service learning course by the end of their sophomore year.

Complete one additional public service-approved program as a junior or senior with one of the following:

- Service learning course (at 300- level or above)
- Academic service learning internship
- Public service research project (faculty sponsored)
- Public service honors thesis project
- Public service-based international study abroad program
- Capstone course with public service component

Some institutions like Franklin Pierce University, for example, include public deliberation and sustained dialogue as an integral part of the first-year seminars. Others like Tulane University (see sidebar on

previous page) have opted for a two-stage developmental arc to enhance commitment to public service through their general education curriculum by including both an introductory course and an upper-level course. Tulane’s model is notable for the variety of ways that students can engage in community-based learning beyond service alone.

Other institutions like Portland State University (see sidebar) also scaffold the civic learning progressively across a vertical general education curriculum. In another institutional example, St. Edward’s University introduces students to knowledge about the struggles for justice in the United States followed by a parallel pair of required courses about global issues and social responsibility. Their general education curriculum then culminates in a senior level course in which students become civic problem-solvers by addressing a social issue in a capstone experience.

2. Civic inquiry integrated into the major or central field of study

One of higher education’s most critical purposes is educating democratic citizens who will be both prepared and inspired to ensure the continued vitality of our republic. Unfortunately, higher education itself sometimes contributes to suppressing this kind of learning, research, and action. For example, a group of college students from 22 states who gathered in 2001 to discuss civic engagement said their institutions encouraged them to defer social responsibility until they were secure in their careers (Long 2002, 10).

Portland State University has developed a curricular pathway to enhance communication skills, invoke critical thinking, cultivate social and ethical responsibility, and foster understandings of the diverse nature of human experience.

Freshman Inquiry – Exploration: A year-long sequence exposes students to interdisciplinary themes designed to employ multiple perspectives.

Sophomore Inquiry – Communication: Students enhance communication skills through dialogue, research presentation, and composition. The human experience, social and moral responsibility, and critical thinking are a central focus.

Upper Division Cluster – Individualization: Students take a grouping of interdisciplinary courses to further build upon skills gained in previous segments, and to explore topics of special interest to them.

Senior Capstone – Cooperation: As a culminating project, students from a variety of majors work in teams, collaborating with faculty and community leaders to address a community issue important to them as engaged and informed learners.

Too often, institutions shy away from asking departmental majors to address overarching learning outcomes. However, departments should not be excused from playing their appropriate role in educating students for civic responsibility and democratic engagement. Little progress will be made in deploying higher education institutions as sites for citizenship and incubators for new knowledge necessary in diverse democracies if departments sit on the sidelines. Every disciplinary and interdisciplinary major should examine the civic questions, dilemmas, and public purposes of its field.

This is the next frontier for civic learning. Pointing the way, Worcester Polytechnic Institute has designed a powerful project-based curricular design that affects all its majors (see sidebar) and asks students to consider the civic consequences of choices they make as professionals.

A ground-breaking book, *Citizenship Across the Curriculum* (2010), has begun to explore the range of ways different disciplines can illuminate civic questions and help students develop a stronger civic lens. As Mary Huber and Pat Hutchings assert in their introduction, “To be sure, there are some who think citizenship is best—and exclusively—addressed as a subject for study in appropriate political science or history courses....But for those who see preparation for citizenship as a *goal* of undergraduate education, the possibilities for where it can be taught expand” (ix).

Worcester Polytechnic Institute
Project-Based Learning Connected to Social Issues

WPI students engage in project-based learning throughout their course of study. **First-year** students enroll in the **Great Problems Seminar (GPS)**. This two-course introduction focuses on themes of current global importance and is tied to current events, societal problems, and human needs. Five seminars center around Educating the World, Feeding the World, Healing the World, Powering the World, and Grand Challenges, which focuses on engineering and sustainable development. Students are introduced to a broad sweep of scholarship and then work in small groups to define a specific problem, research its dimensions, and offer a public strategy for addressing their chosen issue. *The culminating event is a poster session where each student group presents its project ideas and results.*

During **junior year**, students complete the **Interactive Qualifying Project (IQP)**, which challenges them to address a **problem that lies at the intersection of science or technology with social issues and human needs**. The IQP is done under the guidance of one or more faculty, usually in teams of 2-4 students. The objective is to enable WPI graduates to understand, as citizens and as professionals, how their careers will affect the larger society. About 60% of all IQPs are at one of WPI’s project centers in Africa, the Americas, Asia, Australia, or Europe.

In **senior year**, students complete a **Major Qualifying Project (MQP)**, which asks them to synthesize previous study to **solve problems or perform tasks in the major field** with confidence, and communicate the results effectively.

The volume explores everything from courses in math to communication, from political science to literature, from environmental history to a diversity course. The authors show how different disciplines can explore distinct civic issues like political voice in political science, the ethical and moral dimensions of a world citizen in a Holocaust literature course, the civic “response-ability” in a communication course, or the practical civic consequences of numeracy in a math course.

What the disciplinary examples hold in common, the co-editors argue, is commitment to inculcating a sense of civic agency in students in a pluralistic polity. They explain, “...our definition of education for citizenship encompasses both the political and the personal: the very reasons for individuals to be politically informed and active are inextricably linked with their sense of empathy, ethical consciousness, and capacity to engage in dialogue with others” (5).

Adopting institution-wide goals for civic learning and democratic engagement can function instructively as an intellectual and educational guide for departments. Assessing student progress toward achieving overall institutional learning goals can also function as a second layer of incentives to engage departments in education for democracy. University of Alabama at Birmingham has charted its civic pathways through student affairs, general education, and the major to give special emphasis to ethical reasoning, diversity, and civic responsibility (see sidebar).

Wagner College, an institution that has already won national recognition for integrating civic learning across its general education program and most recently co-curricular life, has also begun to define what it calls “civic professionalism” as a goal for majors. Through external funding, faculty development opportunities, campus/community partnerships, and leadership from departments, civic professionalism has been incorporated into a cluster of departments. The University of Wisconsin, Milwaukee, focused attention on its pre-professional schools and created interdisciplinary global courses like Global Management, Global Security, Global Cities, and Global Communication. All integrate service learning requirements, study abroad, foreign language, and overseas internships.

The foundations laid thus far point to the power of intentional designs, of reaching all students, and of distinguishing specific civic outcomes that result from deliberately crafted curricular architecture. The major challenge in the next generation is to make such curricular experiences commonplace and expected rather than rare and notable.

Civic Learning and the Degree Qualifications Profile (DQP)

Faculty and campus leaders who seek to make civic learning expected rather than optional for all students now have a new resource to test, amend and, conceivably, strengthen. In 2011, the Lumina Foundation for Education commissioned and released for “beta testing” a proposed Degree Qualifications Profile (DQP). The DQP outlines five kinds of learning that should be included and

University of Alabama at Birmingham Capstone Courses in the Major Include Discipline- Specific Competency in Ethics and Civic Responsibility

UAB’s Quality Enhancement Plan (QEP) outlines a shared vision for every UAB graduate, regardless of his or her field of study. This QEP includes ethics and civic responsibility, described as “the ability to make informed, ethical decisions and be prepared for responsible citizenship in the community, nation, and world.”

Every program at UAB has developed or is in the process of developing a senior capstone course or experience. The capstone provides a summative opportunity for students to apply what they have learned to an original project and/or real life application. This might involve such components as collaborative projects, internships, service learning, fieldwork, independent research, community outreach, and/or thesis writing. In every case, capstone courses include a set of well-defined learning outcomes, significant writing, and integration of discipline-specific competencies in quantitative literacy and in ethics and civic responsibility.

Capstone development is supported through a series of “Conversation on Capstones Workshops,” which provide opportunities for administrators, faculty, and staff to exchange best practices and discuss challenges in developing and/or revising capstone courses and experiences.

integrated in any college degree at the associate's, bachelor's or master's level. The five areas of expected learning include: 1) broad, integrative knowledge, 2) specialized knowledge, 3) specific intellectual skills, 4) applied learning and 5) civic learning. At each degree level, students are expected to show that they can *integrate and apply* all five kinds of learning in addressing complex problems, challenges, and projects, including civic ones.

The recommended areas of broad integrative knowledge in the DQP include global, intercultural and civic democratic learning. The recommended intellectual skills are comparable to those outlined in chapter I of this report and include “engaging diverse perspectives.” The “beta” or 2011 version of the DQP says that, at all degree levels, students need to acquire knowledge required for responsible citizenship both from their formal studies (the knowledge and skills described above) *and from community-based learning*, and demonstrate their ability to integrate both kinds of learning in analyzing and addressing significant public problems and questions. The DQP offers numerous examples of ways that students can demonstrate their achievement of their integrative civic competencies.

Many countries around the world have already adopted “degree frameworks” that make visible the kinds and levels of learning that college ought to represent. The authors of this American version believe, however, that the U.S. is unique in providing a degree framework that makes demonstrated achievement of civic learning a key component of postsecondary studies.

With grant support from Lumina, several accreditors, higher education associations, disciplinary societies, and individual campuses will be “trying out” the framework over the next three or four years. They will be using it in curriculum renewal and testing ways to foster and document students’ demonstrated achievement of competencies. As the campus work illustrated in this chapter makes clear, there is much more to civic learning and democratic engagement than any summative degree framework can show. Still, the DQP represents a step forward for civic learning by lifting it up to new prominence and connecting it to all parts of students’ learning and to community-based learning as well. If the DQP takes hold, civic learning in the twenty-first century will take on far more vibrant forms than twentieth century educational leaders ever achieved. For more information on the DQP, visit http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf.

Powerful Pedagogies that Promote Civic Learning

1. Intergroup and Deliberative Dialogue

A long-standing and recognized pedagogy that educates for democracy is intergroup and deliberative dialogue. The pair is found both within the curriculum and the co-curriculum, and enacted both on campus and beyond its boundaries. Together they offer a student-centered course model, a widely adaptable pedagogy of dialogue, and a mode of collaboratively approaching civic problem-solving. Dialogue also addresses head-on one of the essential skills in a diverse democracy: the capacity to

deliberate productively and respectfully with others who might hold different views in order to deepen mutual understandings and, in the best of cases, agree on a shared set of actions.

A vibrant, functioning democracy, especially a richly diverse one like the United States, now intertwined globally with even more disparate societies, requires informed citizens to find solutions to common problems by being open to multiple viewpoints, deliberating issues thoughtfully, negotiating and compromising, and organizing for democratic ends. Research indicates that 95% of Americans believe that civility is important in politics, which is why so many worry that nastiness and polarization are on the rise (Shea 2010). The classroom and campus life offer a perfect laboratory for developing and practicing the democratic skills of perspective-taking and engagement. It is the very heart of intellectual inquiry and the lifeblood of college life. Through these kinds of deliberative courses, students can learn to listen and speak respectfully, analyze dissenting views without vilifying the speaker, manage conflict, analyze, deliberate and advocate for particular solutions, and seek compromises and consensus (Hess 2009).

The University of Michigan was one of the seedbeds twenty years ago of intergroup dialogue courses and programs, which are now offered at numerous campuses across the country. They are specifically designed to bring together small groups of students from diverse backgrounds in a semester-long academic course in which students learn discussion skills, the impact of social inequalities, and ways to work together. In their book *Intergroup Dialogue*, authors David Schoem and Sylvia Hurtado explain that “in a sense, intergroup dialogue is a diverse twenty-first century version of the homogeneous nineteenth-century town hall meeting; sleeves rolled up, talking directly, honestly, and sometimes quite harshly about the most difficult and pressing topics of the day, and then moving forward together with solutions to strengthen the community and the nation” (2001, 4).

Studies have demonstrated that the more students are able to engage in diverse interactions on campus, inside and outside of the classroom, the more likely they are to confront notions of prejudice, take seriously views different from their own, and embrace social justice (ASHE 2006b). In a study involving fifty-two parallel field experiments using the Michigan intergroup model, they found a significant impact on twenty of twenty-four measures; those outcomes were still present a year later (Gurin et al. 2011). The intergroup dialogues helped students collaborate across differences, think more complexly about others and larger social issues, and become more active in actively expressing democratic commitments through public participation in shaping their world to be more just (51).

Promote Civic Literacy

Deploy richly across the curriculum and co-curriculum in major courses the full range of powerful civic pedagogies like intergroup and deliberative dialogue, service learning, and collective civic problem serving.

California State University, Chico draws on a deliberation model rather than an intergroup one in their Town Hall Meeting (THM) First Year Experience program (see sidebar). THM seeks to foster students' sense of agency in promoting the well-being of the community around them as well as their own well-being. Survey research begun in 2010 of seniors who had participated in the THM program as freshmen reveals a positive effect on civic attitudes and on retention rates for participants in the program compared to non-participants (http://www.aacu.org/bringing_theory/documents/RetrievalConferenceSummaries.pdf).

Wake Forest University offers yet another example of a program specifically constructed to use deliberative democracy skills to develop students' self-efficacy and political engagement skills. Their Democracy Fellows program involved a cohort of students participating in a developmentally designed multi-year fellowship program for democratic learning. The program began with a first-year seminar in Deliberative Democracy, continued through practices and experiences of deliberation in year two and three, and in their fourth year students were determined on their own how best to apply their knowledge as Democracy Fellows to issues that concerned them on campus and beyond.

California State University, Chico has designed a First Year Experience curricular program that culminates in an annual town hall meeting. The program was initiated as a way to build civic literacy in entering students. The first year program challenges entering students to research an issue of public importance and share their findings in a public forum through presentations and group dialogue. Students are paired with external consultants who advise them in ways to become more deeply involved with their selected issue after the Town Hall is over.

Initially housed within an introductory composition course, the program later transitioned to the political science department, which supports the program in the introductory course on politics and government. Both courses are required components of the general education curriculum, and reach all students.

In their book, *Speaking of Politics: Preparing College Students for Democratic Citizenship through Deliberative Dialogue* (2007), Katy Harriger and Jill J. McMillan studied the impact of the program on preparing students for democratic engagement. They found that by senior year the Democracy Fellows students were found to have “a more communal sense of citizenship, a set of democratic skills that other students did not have, a greater democratic sensibility about what it meant to be a citizen in a democratic society, and a stronger sense of their own voice in campus governance” (120). These “more robust democratic dispositions” are characterized by “the promotion of the general welfare, recognition of the common humanity of each person, respecting and protecting rights, taking responsibility for one’s participation, and supporting democratic principles and practices” (143).

The other campus arena for deliberative dialogue is located in campus life. Sustained Dialogue programs, which are almost always student-led, bring groups together weekly to discuss an issue of common concern for an entire semester, have taken root on dozens of campuses, and are further fostered by the national Sustained Dialogue Campus Network office (www.sdcampusnetwork.org).

Sharing many common traits with Sustained Dialogue programs, The Olive Tree Initiative is an interfaith dialogue program developed by students at the University of California, Irvine. It has been adopted by other UC campuses and demonstrates the dialogic and political impact of this civic pedagogy that stresses engaging multiple and competing perspectives from a broad range of positions (see sidebar).

Many student affairs professionals also incorporate deliberative dialogue into routine training for leaders in residential life and student organizations. They also weave it through many campus activities, often beginning with small group interactive circles during freshman orientation and carrying through a host of other activities.

As colleges and universities increasingly define their sphere to include communities beyond their immediate geographic boundaries as sites for citizenship and democratic engagement, deliberative dialogue begins to be practiced in even more public and diverse spaces. There are important national civic organizations that already offer leadership in democracy-building and often are involved in these new arenas. Some important leaders among these groups attended the national roundtables that inform this report, including Everyday Democracy, the Kettering Foundation, The National Issues Forum, *AmericaSpeaks*, The Democracy Imperative, the Public Conversations Project, and Public Agenda (for more about these groups, see Appendix IV). The civic capital they offer is of inestimable value. Building stronger alliances between external civic organizations and colleges and universities promises to be yet another frontier where the next generation of civic work can be cultivated.

The Olive Tree Initiative
University of California, Irvine

Founded by a group of Jewish, Christian, Muslim, Druze, and non-religious UCI students in 2007, the Olive Tree Initiative promotes dialogue across multiple perspectives about the conflict in the Middle East. To deepen their knowledge, students travel each year to the region to engage directly in conversation with community leaders, religious authorities, activists, academics, and politicians to explore differing perspectives.

During a given year, the students organize up to 70 forums both on and off campus. Their April 2009 three-day UC Student Leadership Summit resulted in the Olive Tree Initiative being adopted by other UC campuses.

The Kettering Foundation both supports and studies some of these emerging centers that often occupy new hybrid space between the campus and the larger community. According to a recent Kettering study of a network of fifty such centers, 85% are housed on college campuses. Often they are staffed by people who teach but who also devote much of their efforts to broader community issues. The work of these centers is primarily “carried out in public squares, community centers, and neighborhood associations, not behind campus walls” with a focus on “identifying collective problems, developing a sense of common purpose, and working together to solve them” (London 2010, 3-6). The public deliberation so central to these centers requires many skills identified as essential outcomes of both a college education and democratic practice: “listening deeply to other points of view, exploring new

ideas and perspectives, searching for points of agreement, and bringing unexamined assumptions into the open” (14).

In one example from the Kettering study, The New England Center for Civic Life at Franklin Pierce University used an inclusive form of public deliberation to seek positive solutions that addressed new tensions about the historic legacy of the town in the face of explosive growth and commercial expansion. Students became involved through “problem-based service learning.” The Institute for Civic Discourse and Democracy at Kansas State University partners with many entities to inject the public voice into policy decisions about issues such as immigration, land-use reform, health care, and energy policy. The Citizen Leadership Institute at Gulf Coast Community College has used its deliberative strategies to bring their diverse community together to discuss various redistricting scenarios and develop recommendations to present to state legislators.

2. Service Learning

Without question, service learning, in its many manifestations, has been the dominant curricular vehicle for laying a foundation to promote different dimensions of civic learning and engagement with larger communities. Students, steeped in a new culture of service fostered by schools, faith and ethnic communities, and the federal and state governments, arrived on campus in the late eighties and early nineties eager to continue their service to the wider community while in college. The founding of the Campus Outreach Opportunities League (COOL) in 1983 is emblematic of those student-motivated service impulses.

Service learning is the academic side of that same coin, described as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Engberg and Fox 2011, 88). It has been led primarily by faculty and spurred by presidential leadership. A handful of presidents founded Campus Compact in 1985, and now with over 1,100 members, a national office in Boston, and three dozen state offices, it is the most influential proponent of both volunteerism and service learning (see Appendix IV).

Innovative faculty members coupled the students’ disposition to serve others with course offerings that provided a deeper knowledge base and required reflection as a necessary element. As Gregory Jay explains, “What makes service learning different from volunteering is its explicit academic component: like any test, paper, or research project, the service learning experience must be integral to the syllabus and advance the student’s knowledge of the course content” (Jay 2008, 255). John Saltmarsh particularizes the goal for high level service learning further by saying it ideally is “rooted in respect for community-based knowledge, grounded in experiential and reflective modes of teaching and learning, aimed at active participation in American democracy, and aligned with institutional change efforts to improve student learning” (Saltmarsh 2005, 53).

The American Association for Higher Education (AAHE), which unfortunately no longer exists, became one of the other key catalysts for expanding civic work, especially civic learning. AAHE both highlighted service learning in its national meetings and magazines and produced a ground-breaking set of still relevant service learning disciplinary volumes edited by Edward Zlotkowski in which faculty described how service learning could be integrated practically within differing disciplinary courses.

In 2003, the American Association of State Colleges and Universities (AASCU) launched the American Democracy Project (ADP) in partnership with *The New York Times* that has helped fill the AAHE vacuum for the more than 220 colleges and universities in AASCU's ADP network (see Appendix IV). Their goal is to "produce graduates who are committed to being active, involved citizens in their communities" (www.aascu.org/programs/ADP). Training students to become "Stewards of Place," ADP has evolved into an influential national network that sponsors national and regional meetings, promotes institutional civic audits, helps foster assessment civic projects, and spurs both curriculum reform and community engagement.

Service learning has taken root in two-year colleges as well. According to survey findings gathered by the American Association of Community Colleges between 1995 and 2003, "faculty at nearly 60% of all community colleges offer service learning," thus opening up this powerful pedagogy and high impact practice to 45% of the nation's first-time entering college students (Prentice, Robinson, and McPhee 2003). The Maricopa Community Colleges' Center for Civic Participation (CCP) is organized to "increase *awareness* about policy issues, civic involvement, and how government works," and "to increase *involvement* of Maricopa students, faculty, staff, and the community in civic life at all levels" (www.maricopa.edu/civic/aboutus.html). CCP has a special focus on enriching public discourse and promoting civic participation as it partners with civic, governmental, educational, business and community-based organizations.

The last two decades have seen an impressive expansion of service learning courses which now reach, according to some studies, 30% of students (Astin et al. 2000), and nearly 40% of faculty advise student groups involved in community service or volunteer work (Antonia, Astin, and Cress 2000). While service learning has grown, the percentage needs to climb dramatically if all students are to have the benefit of this powerful, proven pedagogy. In a positive turn of events, some of these service learning courses are now a required part of the curriculum for every student as illustrated in campuses like California State University Monterey Bay and Tulane University. But the vast majority of courses are still random electives which students encounter in no particular order or time sequencing.

As the service learning movement has evolved, many proponents are defining greater nuances between *kinds* of service experience, *levels* of student responsibility, *scale* of issues addressed, *particular learning outcomes* sought and the *impact of engagement on community partners*. The greater differentiation was driven by a concern both for academic rigor and for community empowerment. In 2003, Caryn McTighe Musil sought to capture the phases of the emerging service

learning landscape as it began to differentiate among various program designs, identify the knowledge needed, and clarify the quality of the impact on the community (see Figure 8 below).

Figure 8. The Faces/Phases of Citizenship.

FACES/PHASES OF CITIZENSHIP				
Face/Phase	Community is . . .	Civic Scope	Levels of Knowledge	Benefits
Exclusionary	only your own	civic disengagement	-one vantage point (yours) -monocultural	a few & only for awhile
Oblivious	a resource to mine	civic detachment	-observational skills -largely monocultural	one party
Naive	a resource to engage	civic amnesia	-no history -no vantage point -acultural	random people
Charitable	a resource that needs assistance	civic altruism	-awareness of deprivations -affective kindness & respect -multicultural, but yours is still the norm center	the giver's feelings, the sufferer's immediate needs
Reciprocal	a resource to empower and be empowered by	civic engagement	-legacies of inequalities -values of partnering -intercultural competencies -arts of democracy -multiple vantage points -multicultural	society as a whole in the present
Generative	an interdependent resource filled with possibilities	civic prosperity	-struggles for democracy -interconnectedness -analysis of interlocking systems -intercultural competencies -arts of democracy -multiple interactive vantage points -multicultural	everyone now & in the future

(Musil 2003)

Service learning has consistently proven itself a powerful pedagogy and academic structure to propel students' knowledge. It has shown positive effects on learning outcomes associated with "complexity of understanding, problem analysis, critical thinking, and cognitive development" (Eyler et al. 2001, Eyler and Giles 1999; Eyler, Root, and Giles 1998, Osborne, Hammerich, and Hensley 1998). It has also had significant impact on students' intrapersonal and social development including "personal efficacy, personal identity, spiritual growth, and moral development" (Conway et al. 2009). Further studies show additional positive outcomes associated with "cultural awareness, tolerance for diversity, altruistic attitudes, moral development, sensitivity and reasoning, and self-esteem" (Kezar 2002). The study by Engberg and Fox links involvement in service learning to global perspective-taking with positive relationships across cognitive, intrapersonal, and interpersonal domains (2011, 99).

Other studies link service learning with yet another set of civic learning outcomes connected to efficacy: increasing students' sense of social responsibility and citizenship skills such as religious and racial tolerance, prosocial decision-making, and exploring the intersections between identity and privilege (Eyler et al. 2001; Lechuga et al. 2009); the ability to work well with others, leadership and communication skills, and, importantly, a sense of being able to effect change in their community (Gallini and Moely 2003; Rockquemore and Shaffer 2000).

In the next generation development of service learning in terms of achieving greater impact with higher education itself, center directors, faculty, students, and community leaders should correlate the different service learning courses with specific outcomes; create introductory, milestone, and cumulative levels for service learning projects; and make the differentiation transparent to students and faculty alike. Likewise, center directors, faculty, student affairs professionals, and students should coordinate regularly to mirror the newly clarified course distinctions with a similarly progressively mapped and differentiated set of civic outcomes offered within student life programs. Finally, academic administrators and faculty should adopt promotion and tenure criteria that recognize the scholarly and pedagogical value of investments in service learning and other pedagogies that foster civic development.

What has already been designated by service-learning practitioners as an important component of the field is also its impact on the communities with where students are engaged. There is now an emerging body of literature on how to establish more democratic, participatory, and reciprocal partnerships. This aspect of community-based learning is influencing the scope and design of the frontier work expressed in transformative partnerships and alliances discussed later in this chapter.

3. Collective Civic Problem-Solving

The third civic pedagogy which this report highlights is collective civic problem-solving. It represents a burgeoning arena of practice and scholarship but does not yet have the full range of scholarship assessing its impact on students and communities that service learning has accumulated over decades. Civic problem-solving, however, builds on the foundations that dialogue and service learning have already laid, yet seeks to delineate an edge—and in some cases—a new conceptual framework for civic work. Saltmarsh and Hartley describe the context in which civic problem-solving is taking root. They themselves call for moving from a civic engagement framework to a *democratic* civic engagement paradigm. They assert that such a framework leads to a focus on purpose and process rather than activity and place. They explain:

Democratic engagement locates the university within an ecosystem of knowledge production, requiring interaction with other knowledge producers outside the university for the creation of new problem-solving knowledge through a multidirectional flow of knowledge and expertise. In this paradigm, students learn cooperative and creative problem solving within learning environments in which faculty, students, and individuals from the community work and

deliberate together....Civic engagement in the democratic-centered paradigm is intentionally political in that students learn about democracy by acting democratically (2011, 21).

How such theories translate into actual courses and activities is demonstrated by a number of concrete examples reported in *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement* (2007) by Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold. Like many who believe that not only self-efficacy but also political efficacy is important, Colby et al. recommend that higher education invest in the political development of the 14 million college students. "It is important for a pluralist democracy...that as many people as possible possess a set of capacities that are intrinsically valuable and also support responsible citizenship by helping them thoughtfully evaluate political choices and effectively contribute to political outcomes"(6).

The programs Colby et al. describe range from one semester courses, to full multicourse programs, and to courses linked to living learning residential programs. Rick Battistoni, for instance, uses democratic pedagogies that promote "learning democracy by doing democracy" in his Ancients and Moderns: Democratic Theory and Practice course at Providence College (299). Students create models of a perfectly democratic and perfectly undemocratic classroom, keep a "democratic theory journal," and can opt for a Democracy in Action project where they work in groups to organize themselves democratically and implement a democratic action plan (299). Alma Blount describes the Service Opportunities in Leadership program at Duke University. It is composed of a two-semester interdisciplinary program which begins with a course on Service Leadership and Social Change and then moves to a summer internship where students work "on social and political change projects for organizations across the country and abroad" (300). On their return, students participate in a policy research seminar culminating with a Social Issue Investigation Portfolio that includes an essay on a problem from their summer placement, an interview with a practitioner, and a policy recommendation paper (300).

At the University of Maryland, College Park, Sue Briggs describes CIVICUS, which involves a two-year interdisciplinary living-learning program with five courses and activities within residence halls. The program collaborates across several colleges, residential life, and the library with a focus on citizenship, leadership, community service, and community building in a diverse society. Students become CIVICUS associates and live, study, and plan service activities together, take five courses including Leadership in a Multicultural Society, and complete a capstone course which involves an internship or a "discovery"/research project (300-301).

While not one of the fourteen institutions that were part of the Political Engagement Project at the heart of *Educating for Democracy*, the same problem-solving, action-focused pedagogy drives a program at Northern Arizona University. It is called Community Re-Engagement for Arizona Families, Transitions, and Sustainability (CRAFTS). CRAFTS "aims to nurture public scholarship through collaborative research and action with diverse community partners in the NAU region and beyond"

(Coles and Scarnati 2011, 35). Creating problem-oriented programs like NAU's would help counteract a finding in which just over one-third of faculty in the study strongly agreed that their campus actively promoted awareness of U.S. or global social, political, and economic issues (Dey and Associates 2009, 4). CRAFTS spans a range of courses, but its most intense focus is on first-year seminars organized topically on issues ranging from water, immigration, indigenous environmental justice, and global human rights. What distinguishes CRAFTS are its Action Research Teams (ARTs). These courses also typically engage research teams with a community partner, combine knowledge from the classroom with knowledge from local communities, include a mentoring component, and some are even linked to residential learning communities.

A third-year student, Nina Porter, who did her first ARTs project in a first-year seminar to fulfill a requirement was transformed by it and is now in her third year of involvement in a community-based Action Research Team. As she explains, the problem-based project "has taught me not only about the community's power, but also about my own agency as a political actor...and...by connecting with others I can effect real, immediate change. I have found that democracy means continually acting *as* a community, *for* the community, rather than simply casting a vote at election time" (Porter 2011, 16). In her case, ARTs also influenced her choice of major and stirred ambitions to attend graduate school.

Civic problem-solving pedagogies are highly varied and still emerging, as the examples given illustrate. One of their many faces is typically found in U.S. diversity courses and programs, while another is found in global courses and programs and experiential study abroad programs. As this chapter demonstrates, U.S. diversity and global issues, contexts, and problems are already a leitmotif in existing civic pedagogies and should inform the next generation of civic work. Both global and diversity work often focus on big questions, perspective-taking, and learning across differences, which is why the interface with civic problem-solving pedagogies is relatively seamless.

Civic problem-solving pedagogies overall are closely aligned with a widespread effort across all parts of higher education to involve students more extensively in "real-world" learning through such experiences as internships, practicums, study-abroad, and community-based research and projects. Research shows, moreover, that employers strongly urge that higher education place more emphasis on helping students to develop problem-solving and applied learning skills (Hart Research 2008, 2010). These civic pedagogies, then, are part of a larger and long-term trend toward better integration of academic and applied learning and toward giving college students many opportunities to expand and demonstrate capacities they will need both in civic contexts and at work.

Advancing collaborative, generative civic partnerships and alliances

As this chapter illustrates, there are foundations already laid that offer a strong base upon which to build the next generation of civic work that seeks to make civic learning and democratic engagement an expected outcome for every student. Some of these foundations have been established in inventive, intentional curricular designs within general education, the major, and other areas of

specialized or technical study. Other efforts have taken root in campus life. Still others are embedded in civic pedagogies like intergroup and deliberative dialogue, service learning, and collective civic problem-solving, enacted both within and beyond the classroom. To close this chapter on practice, we turn finally to one more notable foundation partially laid: collaborative, generative civic partnerships and alliances. We have argued earlier that this arena represents a new frontier of work that is translating the civic mission of higher education in some utterly transformative ways.

Many campuses have a long list of civic partners, which, like so many other innovations in the academy cited in this chapter, suggest the nascent form of what could evolve in the coming decade. As the Faces/Phases of Citizenship figure indicates (p. 73), the most common types of existing partnerships fall into two kinds: 1) charitable ones, characterized by civic altruism, or 2) reciprocal ones, characterized by civic engagement. An even more ambitious category of civic partnerships and alliances is a third kind: 3) a generative partnership, characterized by mutual efforts to define and build civic prosperity. Some practitioners use language like social entrepreneurship, democratic civic engagement, public engagement, or public work to describe this new edge of practice.

One of the most admired champions of social entrepreneurship is the non-profit Ashoka, which defines itself as a network of “innovators for the public” known for “investing in solutions for our world’s toughest problems” (<http://ashoka.org>, see also Appendix IV). It traditionally has allied entrepreneurial individuals with community groups and businesses. In 2008, it added colleges and universities into the mix through its Ashoka U program that links higher education and the citizen sector. Their goal is to promote social entrepreneurship programs and projects on campuses and link students to the wider world where they would be challenged “to solve social problems at the root-cause and systemic level using innovative, sustainable, scalable, and measurable approaches” (<http://ashokau.org>).

Advance Civic Action

Model institutional citizenship by scaling up local and global generative partnerships to address urgent issues and expand sites for active citizen participation in shaping the world for all partners.

Whatever the language adopted, where the generative partnerships exist, the impact on communities can be transformative, on public scholarship far-reaching, and on student learning empowering. Interdependency, innovation, multiple perspectives, and a commitment to a long-range investment in the public good define the partnership’s core values. In these partnerships, higher education no longer sees itself as *going out into the community*, but as *part of the community*, whether that community is local, national, or global.

These partnerships create new public space for democratic engagement. The academy is required to leave the boundaries that mark the campus as exclusively apart from the community and the

community is required to be in a new alliance with the academy as part of this larger entity called “community.” It becomes, in effect, a public square for democratic co-creation. But the co-creation is enacted in participatory, inclusive, complicated ways that reflect democracy at its best and most challenging. Multiplicity of voices and perspectives becomes the norm; defining common purposes, needs, and processes are understood as shared and contested goals. The partners are bound to one another because they are addressing agreed upon large, systemic, public problems that, as the U.S. Constitution puts it, affect “the general Welfare.” And they are doing so through inventive, constructive, and mutually agreed upon solutions.

In this newly defined territory, economic, educational, political, historic, cultural, and social issues converge. As such, the new space becomes the crucible, like those used to transform metals, through which everything familiar is transformed into something beyond its original, individual shape, much like what happens to an individual citizen when they are also part of a democratic nation. In this public space of generative partnerships, democratic values can be tested and civic skills honed; participants challenged to work collectively across differences; and civic aspirations transmuted into collective civic action.

Of particular significance to higher education, this terrain offers the landscape most likely to transform the current academic norms about what counts as scholarship, who is acknowledged as having expertise, how to measure academic achievement, and what the content and pedagogy of the curriculum should be. The conventional classroom suddenly has a new wing for integrated learning and applied research. *The means of measuring student learning is no longer seat time alone but civic time.* Scholars find themselves in a different kind of laboratory where cutting edge, often interdisciplinary investigations can occur. Institutions discover themselves in partnerships that challenge them to rethink both how to allocate and to generate resources. Communities are not fragmented entities but redefined as also part of a larger whole. At the nexus of this generative process is the civic, intellectual, economic, and social challenge of re-imagining and shaping a shared future.

There are many forms that these partnerships might take. Some organize around a large public issue like the Community-Campus Partnerships for Health (CCPH). CCPH is a non-profit entity comprised of colleges and universities, community-based organizations, health care delivery systems, student service organizations, and foundations and government (see <http://ccph.info>). CCPH seeks to “leverage the knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges” and “build the capacity of communities and academic institutions to engage each other in partnerships that balance power, share resources, and work towards systems changes.” CCPH accomplishes this in part by “mobilizing knowledge, providing training and technical assistance, conducting research, building coalitions and advocating for supportive policies.”

Another group of institutions involved in cultivating more powerful and generative partnerships between higher education and communities has formed what is called The Anchor Institutions Task Force. It now numbers over 100 higher education institutions and is led by the University of Pennsylvania and advised by Marga Incorporated (www.marganic.com/initiatives/aitf). Anchor Institutions describe themselves as being driven by core values of collaboration and partnership, equity and social justice, democracy and democratic practice, and commitment to place and community. They work closely with the Department of Housing and Urban Development, other government entities, businesses, and private philanthropists. Located principally in urban metropolitan areas in the United States, they invest their economic, political, cultural, and intellectual capital to build stronger communities. Layered partners of many kinds, long term strategies, sophisticated analyses of the deep roots of stubborn problems, and creative, multi-pronged solutions characterize their community engagement. *The Road Half Traveled: University Engagement at a Crossroads* by Rita Axelroth and Steve Dubb offers an appraisal of what this potentially transformative reconception of higher education has accomplished thus far and what new roads still need to be taken (2010).

Often, these institutions stimulate local economies, serve as a cultural resource for the community, and are one of the chief employers within their locality. Colleges and universities find themselves at the table with hospitals, large businesses, and governments who are playing comparable, complementary anchoring roles in a given community. They understand that the success and vitality of the institution is linked to the economic, social, and civic health of the surrounding community.

Embracing their role as anchor institutions, these campuses have created formidable partnerships to address shared public problems. Miami Dade College, for example, employs an open-door admissions policy that provides access to education for all community members from multicultural Miami and is home to one of the largest literacy tutoring programs in the nation. Widener College has helped initiate economic development projects and created a charter elementary school on its campus to address collectively with community partners the needs in Chester, Pennsylvania, one of the poorest cities in the nation. Similarly, Indiana University-Purdue University Indianapolis has built strong K-12 partnerships based on a community school model. One of the early pioneers and continued national leaders, The University of Pennsylvania, spearheaded by the Barbara and Edward Netter Center for Community Partnerships, has invested in long-time commitments and partnerships in West Philadelphia. They have focused on urban revitalization, community development, and deep engagement through various professional and undergraduate schools to extend the boundaries of Penn's classroom and research into the K-12 school system to transform lives in that neighboring community.

One of the anchor institutions, Syracuse University, has launched in central New York an exemplary and ambitious, generative set of partnerships (see sidebar). The collaborations point to the kind of democratic civic engagement Saltmarsh and Hartley's volume calls for and which is described by one of

its authors: “The scope, ambition, and commitment to remapping education for social responsibility at Syracuse offers one of the clearest road maps to what deep institutional transformation might look like when a civic vision is informed by social justice values and a keen sense of the differential experiences of democracy across multiple groups” (260).

As a research university, Syracuse opted to name its campus-based initiative Scholarship in Action, which it describes as “draw[ing] upon [the] institution’s traditional and emerging strengths [and] connecting our academic excellence to ideas, problems, and professions in the world as we engage pressing issues of our time” (Syracuse University Office of Publications n.d., 2). The university’s senate also unanimously passed new guidelines to consider public scholarship in tenure and promotion decisions. Such actions emphasize that academic expertise can be a means of promoting the common good and need not be seen in conflict with those ends.

The 501 (c) (3) organization which Syracuse University helped establish is another indicator of the university’s more democratic posture as but one in a larger collective of partners in the large-scale civic enterprise. This partnership represents a long-term commitment to civic prosperity, while combining preparation for college, careers, and citizenship.

This chapter has sought to describe how the civic entrepreneurial reforms in higher education over the past two decades have laid the foundation for the next generation of commitments to educate for democracy. The foundation is there. The tools are laid out. The students are eager to lend a hand in addressing urgent social, economic, and political questions of the day that have public consequences. If we want a vigorous, participatory, and pluralist functioning democracy, the power to create the enabling educational environment “conducive to those ends” is available. It is time to act upon those transformative possibilities.

Highlights of Syracuse University’s Generative Partnerships

The Partners established a 501(c) (3) with a network of community members and organizations to manage a series of wide-ranging projects

The West Side Initiative works in a racially diverse, working-class industrial neighborhood to renovate old warehouses into multi-purpose facilities that offer space for green technology enterprises, culinary centers, and artist residencies and studios.

Architecture students work with community members to design affordable, green houses, keep long-term residents in the neighborhood, and attract new residents.

The South Side Initiative works with predominantly African American residents to develop a digital library of public memory in order to conserve the familial and cultural history of the community, which dates back to the 19th century.

A city-wide investment was launched to improve the K-12 schools, expand art education through a mobile classroom, and provide health care and greater literacy to families of K-12 students.

VI. Conclusion

“Writing ability is not optional for college graduates; science literacy is not optional for college graduates. Why is civic learning optional?”

National Roundtable Participant, January 13, 2011

Democracy is the defining characteristic of our country and should be the most profound commitment we have as a society. But democratic hopes and visions also drive social, economic, and political movements across the globe, in ways that daily confront U.S. leaders and citizens with difficult choices about priorities, resources, commitments, responsibility, war, peace, and the quest for just societies. And, whether global partners espouse democracy or not, the core challenge of global interdependence is to engage in problem-solving together, across differences of many kinds, to overcome the daunting challenges—economic, environmental, political, and humanitarian - that confront the people of every society, whatever one’s political framework.

To be an American means to take responsibility for democratic purposes, practices, vitality, and viability. But unlike liberty, civic knowledge and capability are not bestowed at birth. They are hard won, through education at all levels and through taking seriously the perspectives of others, both within the campus and beyond its borders. Democratic insight and competence are always in the making, always incomplete. Therefore, civic learning needs to be an integral component of every level of education, from grammar school through graduate school, across all fields of study. It should also be an important part of our informal educational practices for young people and adults, woven into every community and region in the nation.

A Crucible Moment: College Learning and Democracy’s Future insists we dare not be passive about increasing our nation’s civic capacity any more than we are about working to revitalize the nation’s economy. Colleges and universities have laid a foundation for democratic education and need to advance that intellectual and civic work so it reaches all students in ever more challenging ways. By embracing its core civic mission as an organizing principle and priority, colleges and universities can be an even more critical site for empowering every student, honing their civic knowledge, skills, values, and actions, and in the process preparing them for lives of public purpose as well as employment. Advancing reciprocal partnerships with communities both locally and globally promises to invigorate the research, teaching, and learning agenda for higher education, while strengthening communities. Civic resources for the nation can also be created through creative alliances with public-minded non-profit agencies, governmental agencies, and businesses.

We therefore invite all stakeholders in America’s future to join together to become civic agents of a new promissory note at this crucible moment: to use higher education and the pathways to it as “the carrier of democratic values, ideals, and processes.” As Charles Quigley’s epigraph for this report says, “Each generation must work to preserve the fundamental values and principles of its heritage...to narrow the gap between the ideals of this nation and the reality of the daily lives of its people; and to more fully realize the potential of our constitutional, democratic republic.” This is the crucible moment as the United States faces major challenges at home and abroad. Let us pledge to make it a

transformative one that advances democratic values of liberty, justice, domestic tranquility, and the general welfare of the people and the planet.

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Appendix I Task Force Members

Derek Barker, Program Officer, Kettering Foundation and author of *Tragedy and Citizenship: Conflict, Reconciliation, and Democratic Politics from Haemon to Hegel*

Richard Guarasci, President of Wagner College, and political science scholar whose leadership has led to Wagner's award-winning civic programs

Donald Harward, President Emeritus of Bates College, where he championed the college's engagement in the community

Sylvia Hurtado, Professor and Director of the Higher Education Research Institute at UCLA, where she researches student educational outcomes, campus climates, and diversity in higher education

Eric Liu, author, educator, and civic entrepreneur and co-author (with Nick Hanauer) of *The True Patriot*

Gale Muller, Vice Chairman of Worldwide Research and Development for Gallup, where he has overseen research on the voices of citizens in more than 130 countries

Brian Murphy, president of De Anza College since 2004, where he spearheaded the creation of De Anza's Institute for Community and Civic Engagement

Eboo Patel, founder and Executive Director of Interfaith Youth Core (IFYC) and author of the award-winning book *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*

Carol Geary Schneider, president of the Association of American Colleges and Universities

David Scobey, Executive Dean, The New School and founder of the University of Michigan Arts of Citizenship Program to foster the role of the arts, humanities, and design in civic life

Kathleen Maas Weigert, Carolyn Farrell, BVM, Professor of Women and Leadership, and Assistant to the Provost for Social Justice Initiatives at Loyola University Chicago

Appendix II Project Staff and Dates of National Roundtables

Larry Braskamp, Project Director and President, Global Perspective Institute, Inc.

Caryn McTighe Musil, Project Director and Senior Vice President of subcontract, Association of American Colleges and Universities

Nancy O'Neill, Director of Integrative Programs, Association of American Colleges and Universities

Van Luu, Administrative Assistant, Association of American Colleges and Universities

Eleanor Hall, Program Associate, Association of American Colleges and Universities

National Roundtables on Civic Learning and Democratic Engagement

Organized to inform this report, the following five gatherings were held over a four month period. Although each deliberately sought feedback from differing constituencies named below, most of the meetings, except for the one with college and university presidents, had cross pollination from multiple groups.

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|----------------------|------------------------------------------------------------------------------------------------------------------|
| 1. December 13, 2010 | Directors of national, largely off-campus, civic organizations and students |
| 2. January 13, 2011 | Campus-based leaders of civic and political engagement centers, community representatives, and students |
| 3. February 7, 2011 | Faculty, civic scholars, and higher education researchers |
| 4. February 18, 2011 | College, community college, and university presidents |
| 5. March 21, 2011 | Public policy leaders, foundation leaders, and heads of higher education associations and disciplinary societies |

Appendix III National Roundtables: Participant List

Roundtable 1: National civic organizations and students

Carolyn Abdullah, Director of Community Assistance, Everyday Democracy
Alissa Brower, Service Fellow, Innovations in Civic Participation
Shelby Brown, Board Member, The Democracy Imperative
Kirk Clay, Director of Civic Engagement, NAACP
Jan Cohen-Cruz, Director, Imagining America
Maureen Curley, President, Campus Compact
Will Friedman, President, Public Agenda
Susan Griffin, Executive Director, National Council for the Social Studies
Jim Grossman, Executive Director, American Historical Association
Ira Harkavy, US Chair, International Consortium for Higher Education, Civic Responsibility, and Democracy
Sandy Heierbacher, Co-Founder and Director, National Coalition for Dialogue and Deliberation
Amy Lazarus, Executive Director, Sustained Dialogue Campus Network
Peter Levine, Director, Center for Information and Research on Civic Learning and Engagement (CIRCLE)
Ted McConnell, Executive Director, Campaign for the Civic Mission of Schools
Kimberly Mealy, Director, Educational, Professional and Minority Initiatives, American Political Science Association
Wayne Meisel, President, Bonner Foundation
Cheryl Miller, Manager, Program on American Citizenship, American Enterprise Institute
Decker Ngongang, Vice President of Programs, Mobilize.org
Cecilia Orphan, National Manager, American Democracy Project, Association of American State Colleges and Universities
Gail Robinson, Director of Service Learning, American Association of Community Colleges
John Saltmarsh, Director, New England Resource Center for Higher Education
Matt Schrimper, Intern, American Enterprise Institute
Bob Stains, Senior Vice President, Public Conversations Project
Susan Stroud, Executive Director, Innovations in Civic Participation
Terry Tollefson, Chief Strategy Officer, Facing History and Ourselves

Civic Learning and Democratic Engagement Task Force Members present:

Eboo Patel, Founder and Executive Director, Interfaith Youth Core
Carol Geary Schneider, President, Association of American Colleges and Universities

Roundtable 2: Campus-based leaders of civic and political engagement centers, community representatives, and students

Maria Avila, Director, Center for Community Based Learning, Occidental College
Josh Bailey, Campus Campaign Coordinator, Teach for America, George Washington University
Justin Bibb, Director, Civic Health Index, National Conference on Citizenship
Beth Blissman, Director, Bonner Center for Service and Learning, Oberlin College
Jenna Brager, Americorps*VISTA, Maryland Campus Compact, University of Maryland
Sean Brumfield, Executive Director, Atlanta Center for Civic Engagement, Georgia Perimeter College
Martin Carcasson, Director, Center for Public Deliberation, Colorado State University
Karyn Cassella, Family Strengthening Program Manager, Community of Hope
Amy Cohen, Executive Director, Center for Civic Engagement and Public Service, George Washington University
Lina Dostilio, Director, Office of Service Learning, Duquesne University

Andy Furco, Associate Vice President, Office for Public Engagement, University of Minnesota
Jane Genster, Interim Executive Director, Center for Social Justice, Georgetown University
Paola M Hernandez B., Americorps*VISTA, Maryland Campus Compact, University of Maryland
Meg Heubeck, Director of Instruction, Center for Politics, University of Virginia
Barbara Jacoby, Senior Scholar, Adele H. Stamp Student Union – Center for Campus Life, University of Maryland
Gail Jessen, Director, Thayne Center for Service and Learning, Salt Lake Community College
Jan Liss, Executive Director, Project Pericles
Carolyn Lukensmeyer, President, AmericaSpeaks
David Maurrasse, President, Anchor Institutions Task Force
Emily Morrison, Director, Human Services, George Washington University
William Muse, President, National Issues Forum Institute
Alberto Olivas, Director, Center for Civic Participation, Maricopa Community Colleges
Margaret Post, Director, Donelan Office of Community-Based Learning, College of the Holy Cross
Clement Price, Director, Institute on Ethnicity, Culture, and the Modern Experience, Rutgers University Newark
David Procter, Director, Center for Engagement and Community Development, Kansas State University
John Reiff, Director, Community Engagement Program, University of Massachusetts, Amherst
Maureen Roche, Director, Campus Kitchens Project, DC Central Kitchen
Andrew Seligsohn, Director of Civic Engagement, Office of the Chancellor, Rutgers University-Camden
Karen Showalter, Executive Director, Americans for Informed Democracy
Wendy Wagner, Director, Center for Leadership and Community Engagement, George Mason University
Jen Wilson, Online Hotline Program Manager, Rape, Abuse & Incest National Network
Jo Anne Zarowny, College-Wide Coordinator, Center for Community Involvement, Miami Dade College
Ed Zlotkowski, Founding Director, Service Learning Center, Bentley College

Civic Learning and Democratic Engagement Task Force Members present:

Derek Barker, Program Officer, Kettering Foundation
Carol Geary Schneider, President, Association of American Colleges and Universities
David Scobey, Executive Dean, The New School: A University

Roundtable 3: Faculty, civic scholars, higher education researchers

Benjamin Barber, Distinguished Senior Fellow, Director of CivWorld Demos
Rick Battistoni, Professor of Political Science and Public & Community Service Studies, Providence College
Robert G. Bringle, Chancellor's Professor of Psychology and Philanthropic Studies, Executive Director, Center for Service & Learning, Indiana University-Purdue University, Indianapolis
Dan W. Butin, Dean, School of Education, Merrimack College
Jose Zapata Calderon, Professor of Sociology and Chicano Studies, Pitzer College
Tony Chambers, Associate Professor of Higher Education, Director, Centre for the Study of Students in Postsecondary Education, University of Toronto
Mark E. Engberg, Assistant Professor of Higher Education, Loyola University Chicago
Robert W. Franco, Professor of Anthropology, Director, Office for Institutional Effectiveness, Kapi'olani Community College, University of Hawaii
Elizabeth Hollander, Senior Fellow, Tisch College of Citizenship and Public Service Tufts University
Rhonda Hustedt Jacobsen, Professor of Psychology, Director of Faculty Development, Messiah College
Gregory Jay, Professor of English, Senior Director, Cultures and Communities Program, University of Wisconsin-Milwaukee
Mathew Johnson, Associate Professor of Sociology and Environmental Studies, Director, VISTA, Siena College
Victor Kazanjian, Dean of Intercultural Education and Religious and Spiritual Life, Co-Director of the Peace and Justice Studies Program, Wellesley College

Kevin Kecskes, Associate Vice Provost for Engagement, Portland State University
Allison Kimmich, Executive Director, National Women's Studies Association
Judy Krutky, Professor, International Studies, Director, Intercultural Education, Baldwin-Wallace College
Paul Loeb, Author, *Soul of a Citizen*
Harold A. McDougall, Professor, School of Law, Howard University
Catherine Middlecamp, Director, Chemistry Learning Center, Director and Chair, Integrated Liberal Studies Program, University of Wisconsin-Madison
Tania D. Mitchell, Associate Director for Undergraduate Studies Director of Service Learning, Stanford University
Kerry Ann O'Meara, Associate Professor of Higher Education, University of Maryland, College Park
Laurie L. Patton, Professor of Religion, Director of Faculty Development and Excellence, Emory University
Paul Petrequin, Residential Faculty, Chandler-Gilbert Community College
Seth Pollack, Professor of Service Learning, Director, Service Learning Institute, California State University Monterey Bay
Robert D. Reason, Associate Professor of Education, Senior Research Associate, Center for the Study of Higher Education, Penn State University
R. Eugene (Gene) Rice, Senior Scholar, Association of American Colleges and Universities
Marshall Welch, Director, Catholic Institute for Lasallian Social Action, Saint Mary's College of California
Jon Wergin, Professor of Educational Studies, Antioch University

Civic Learning and Democratic Engagement Task Force Members present:

David Scobey, Executive Dean, The New School: A University

Roundtable 4: College, community college, and university presidents

Lewis M. Duncan, President, Rollins College
Bobby Fong, President, Butler University
David G. Fuller, President, Minot State University
Philip A. Glotzbach, President, Skidmore College
Mary K. Grant, President, Massachusetts College of Liberal Arts
Cornelius Kerwin, President, American University
Marvin Krislov, President, Oberlin College
Theodore E. Long, President, Elizabethtown College
Elaine P. Maimon, President, Governors State University
Mark Putnam, President, Central College
Brian Rosenberg, President, Macalester College
Kenneth P. Ruscio, President, Washington and Lee University
Allen L. Sessoms, President, University of the District of Columbia
Anthony S. Tricoli, President, Georgia Perimeter College
Sanford J. Ungar, President, Goucher College
Richard H. Wells, Chancellor, University of Wisconsin-Oshkosh

Civic Learning and Democratic Engagement Task Force Members present:

Richard Guarasci, President, Wagner College
Sylvia Hurtado, Director, Higher Education Research Institute, University of California at Los Angeles
Kathleen Maas Weigert, Professor of Social Justice, Loyola University Chicago
Brian Murphy, President, De Anza College

Roundtable 5: Public policy leaders, higher education associations, disciplinary societies, accreditors, and foundation leaders

James Applegate, Vice President, Program Development, Lumina Foundation

Sarita Brown, President, Excelencia in Education

Karen Bruns, Assistant Director, Outreach and Engagement, Ohio State University Extension

Eva Caldera, Senior Advisor to the Chairman, National Endowment for the Humanities

Ida Chow, Executive Officer, Society for Developmental Biology

John Churchill, Secretary, Phi Beta Kappa Society

Paul Corts, President, Council for Christian Colleges and Universities

Beth Cunningham, Executive Officer, American Association of Physics Teachers

Susan Dauber, Program Director, Spencer Foundation

John Dedrick, Vice President and Program Director, Kettering Foundation

Gwen Dungy, Executive Director, NASPA-Student Affairs Administrators in Higher Education

Paula Ellis, Vice President, Knight Foundation

Susan Elrod, Executive Director, Project Kaleidoscope

Rosemary Feal, Executive Director, Modern Language Association of American

Christopher Gates, Executive Director, Philanthropy for Active Civic Engagement

Robert Hackett, President, The Bonner Foundation

Robin Hailstorks, Associate Executive Director & Director of Precollege and Undergraduate Programs, American Psychological Association

JoAnn Henderson, Executive Director, National Center for Learning and Citizenship

Mary Kirchhoff, Director, Education Division, American Chemical Society

James Leach, Chairman, National Endowment for the Humanities

Michèle Leaman, Change Manager (Associate Director), Ashoka: Innovators for the Public

Tom Lenox, Executive Vice President for Professional and Educational Strategic Initiatives, American Society of Civil Engineers

Elson Nash, Acting Director, Learn and Serve America, Corporation for National and Community Service

William Newell, Executive Director, Association for Integrative Studies

David Paris, Executive Director, New Leadership Alliance for Student Learning and Assessment

Michael Pearson, Director of Programs and Services, Mathematical Association of America

Michael Robbins, Senior Advisor for Nonprofit Partnerships, Center for Faith-based and Neighborhood Partnerships, U.S. Department of Education

Bernie Ronan, Associate Vice Chancellor for Public Affairs, Maricopa Community Colleges District

Marc Roy, Vice Chair, American Conference of Academic Deans and Provost, Goucher College

Phyllis Snyder, Vice President for Healthcare Services and Mature Worker Initiatives, Council for Adult and Experiential Learning

Margeret Vitullo, Director, Academic and Professional Affairs Program, American Sociological Association

Jane Wellman, Executive Director, National Association of System Heads

Civic Learning and Democratic Engagement Task Force Members present:

Carol Geary Schneider, President, Association of American Colleges and Universities

Gale Muller, Vice Chairman of Worldwide Research and Development, Gallup, Inc.

Appendix IV National Roundtables Participating Organizations

American Association of Community Colleges

<http://www.aacc.nche.edu>

Founded in 1920, the American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's 1,200 two-year, associate degree-granting institutions and their 11 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. AACC has specifically promoted the value of service learning and civic engagement to its member colleges since 1994. Sixty percent of all community colleges offer service learning in their curricular programs, with another 30 percent interested in starting service learning initiatives.

American Association of Physics Teachers

<http://www.aapt.org>

Established in 1930, the American Association of Physics Teachers is a professional membership association of scientists dedicated to enhancing the understanding and appreciation of physics through teaching. The Association is committed to providing the most current resources and up-to-date research needed to enhance a physics educator's professional development. It aims to increase outreach efforts to physics teachers, increase the diversity and number of physics teachers and students, improve the pedagogical skills and knowledge of teachers at all levels, and increase the understanding of physics learning and of ways to improve teaching effectiveness.

American Chemical Society

<http://www.acs.edu>

The American Chemical Society is the world's largest scientific society and one of the world's leading sources of authoritative scientific information. A nonprofit organization, chartered by Congress, the Society is at the forefront of the evolving worldwide chemical enterprise and the premier professional home for chemists, chemical engineers and related professions around the globe. The Society publishes numerous scientific journals and databases, convenes major research conferences and provides educational, science policy and career programs in chemistry. The Society also plays a leadership role in educating and communicating with public policy makers and the general public about the importance of chemistry in our lives. This includes identifying new solutions, improving public health, protecting the environment and contributing to the economy.

American Conference of Academic Deans

<http://www.acad-edu.org>

The mission of the American Conference of Academic Deans (ACAD) is to provide academic leaders who share a commitment to student learning and to the ideals of liberal education with networking and professional development opportunities and to support them in their work as educational leaders. ACAD was established in 1945 as an independent nonprofit organization for academic deans from institutions belonging to the Association of American Colleges and Universities (AAC&U). That restriction was removed in 1968, and membership was opened to all academic officers, regardless of membership with AAC&U. ACAD has chosen to remain a "conference" of deans—small with intimate gatherings—reflecting a continuing dedication to its founding purpose: to create both formal and informal opportunities for deans to meet, network, and offer professional support to their colleagues in their work as academic leaders. ACAD has an annual meeting that is

held in conjunction with the AAC&U annual meeting. In addition, ACAD members periodically offer workshops at AAC&U regional conferences and ACAD and Phi Beta Kappa jointly host a biennial conference.

American Democracy Project, American Association of State Colleges and Universities

<http://www.aascu.org/programs/ADP/>

The American Democracy Project (ADP) is focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. ADP is a multi-campus initiative involving 230 campuses and 2.3 million students. As an initiative of the American Association of State Colleges and Universities (AASCU), the goal of ADP is to produce graduates who are committed to being active, involved citizens in their communities. Since its inception, ADP has hosted eight national and fifteen regional meetings, a national assessment project, and hundreds of campus initiatives including voter education and registration, curriculum revision and projects, campus audits, specific days of action and reflection, speaker series, and many recognition and award programs.

American Enterprise Institute for Public Policy Research, Program on American Citizenship

<http://www.citizenship-aei.org/>

The American Enterprise Institute's Program on American Citizenship is a new initiative focused on the fundamental principles and challenges of American self-government. The Program brings together a diverse group of thinkers and doers to explore matters both practical and theoretical, including public schools and the cultivation of civic virtue; voting and the political process; immigration policies and integration; and the role of local communities in inculcating a strong sense of duty and citizenship. The ultimate goal of this effort is to deepen Americans' appreciation for and attachment to those principles that are necessary to keep the United States free, strong, and democratic.

American Historical Association

<http://www.historians.org>

Founded in 1884, the American Historical Association (AHA) promotes historical studies and historical thinking in a wide variety of settings, supports the collection and preservation of historical documents and artifacts, disseminates research, and establishes guidelines for professional historical practice. The AHA publishes the *American Historical Review* and *Perspectives*, as well as annual directories, bibliographies, resource guides, individual booklets and a series of short, scholarly pamphlets which provide overviews of specific historical topics and educational issues such as the role of the history major in liberal education.

American Political Science Association

<http://www.apsanet.org>

The American Political Science Association (APSA) is the largest scholarly society for political science in the world and brings together political scientists from all fields of inquiry, regions, and occupational endeavors within and outside academe to support scholarship and teaching and learning in the field. APSA focuses on promoting scholarly research and communication; diversifying the profession and representing its diversity; strengthening the professional environment for political science, and serving the public, including disseminating research and engaging with public issues. Programs and initiatives include major research journals and meetings, the annual Conference on Teaching and Learning in Political Science, and work by the Committee on Civic Education and Engagement.

American Psychological Association

<http://www.apa.org>

The American Psychological Association is a scientific and professional organization that represents psychology in the United States. With 150,000 members, APA is the largest association of psychologists worldwide. The mission of the Association is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. The Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as a uniting force for the discipline; the major catalyst for the stimulation, growth and dissemination of psychological science and practice; a principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international contexts; and an effective champion of the application of psychology to promote human rights, health, well being and dignity.

American Society of Civil Engineers

<http://www.asce.org>

Founded in 1852, the American Society of Civil Engineers (ASCE) represents more than 140,000 members of the civil engineering profession worldwide and is America's oldest national engineering society. ASCE aims to advance technology and civil engineering, encourage lifelong learning, develop civil engineer leaders, advocate for environmental stewardship, and serve the public good.

American Sociological Association

<http://www.asanet.org>

The American Sociological Association (ASA), founded in 1905, is a non-profit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good. With over 14,000 members, ASA encompasses sociologists who are faculty members at colleges and universities, researchers, practitioners, and students. About 20 percent of the members work in government, business, or non-profit organizations. As the national organization for sociologists, the American Sociological Association, through its Executive Office, is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

Americans for Informed Democracy

<http://www.aidemocracy.org>

Americans for Informed Democracy educates, cultivates and mobilizes a network of young people in the United States to take informed action around our individual and collective roles as global citizens.

AmericaSpeaks

<http://americaspeaks.org/>

The mission of AmericaSpeaks is to reinvigorate American democracy by engaging citizens in the public decision-making that most impacts their lives. AmericaSpeaks has convened large-scale initiatives to engage citizens and leaders on some of the most difficult and important policy issues.

AmeriCorps*VISTA, Maryland Campus Compact, University of Maryland

<http://mdcompact.org/ameriCorps.html>

AmeriCorps*VISTA is a federal service program that helps individuals and communities implement grassroots solutions designed to alleviate poverty. Founded as Volunteers to Service in America in 1965, the program places individuals at nonprofit organizations and public agencies that are fighting literacy, improving health services, reducing unemployment, increasing housing opportunities, reducing recidivism, and expanding access to technology for those living in rural and urban areas of poverty across America. Through the Campus Compact VISTA program at the University of Maryland, participants work to alleviate poverty while developing leadership skills through community organizing, volunteer management, and community partnership development.

Anchor Institutions Task Force

<http://www.margainc.com/initiatives/aitf/>

The Anchor Institutions Task Force develops and disseminates knowledge to help create and advance democratic, mutually beneficial anchor institution-community partnerships. The Task Force promotes greater alignment across policy, institutions, civil society organizations (such as community based nonprofit organizations), and private resources (such as philanthropy) in order to strengthen the ways in which anchor institutions collaborate in revitalizing communities. With a growing membership, the Task Force has organized a wide variety of leaders and advocates in developing strategies to enhance research and policy development around the range of opportunities anchor institutions can bring in addressing critical societal concerns.

Ashoka: Innovators for the Public

<http://www.ashoka.org>

Ashoka is a global association of the world's leading social entrepreneurs—men and women with system changing solutions for the world's most urgent social problems. Ashoka develops models for collaboration and design infrastructure needed to advance the field of social entrepreneurship and the citizen sector. Ashoka works on three levels. First, it supports individual social entrepreneurs—financially and professionally—throughout their life cycle. Second, it brings communities of social entrepreneurs together to help leverage their impact, scale their ideas, and capture and disseminate their best practices. Finally, Ashoka helps build the infrastructure and financial systems needed to support the growth of the citizen sector and facilitate the spread of social innovation globally.

Association for Integrative Studies

<http://www.units.muohio.edu/aisorg>

The Association for Integrative Studies is the professional association devoted to interdisciplinarity. Interdisciplinarity combines the insights of knowledge domains to produce a more comprehensive understanding of complex problems, issues, or questions ranging from comparison to fully realized integration. The Association: promotes the interchange of ideas among scholars, teachers, administrators, and the public regarding interdisciplinarity and integration; advocates best-practice techniques for interdisciplinary research teaching; and sponsors the development of standards for interdisciplinary program accreditation.

Atlanta Center for Civic Engagement & Service Learning, Georgia Perimeter College

<http://www.gpc.edu/engage/>

The Atlanta Center for Civic Engagement & Service Learning at Georgia Perimeter College serves faculty, staff, students, and the greater Atlanta metropolitan area by coordinating both curricular and co-curricular service and civic activities that meet community identified needs while also functioning as a repository of knowledge and resources in civic engagement and service learning. Focusing on active and responsible engagement in local, national, and global communities, the Center offers superior quality programs, services, and resources that

improve the lives of GPC's students, faculty, staff, and communities.

Bonner Center for Service and Learning, Oberlin College

<http://new.oberlin.edu/office/bonner-center/>

The Oberlin College Bonner Center for Service and Learning (BCSL) works in partnership with the surrounding community to link students with educational service opportunities. Community service, advocacy, grassroots organizing, and applied research are the norm at Oberlin, where each year more than 55 percent of Oberlin undergraduate students do some form of curricular or co-curricular community service. The Bonner Center for Service and Learning encourages all students to become involved in community efforts and develops programs that combine community involvement with intellectual and artistic pursuits; links students with community organizations in need of volunteers; and sponsors events and conferences designed to enhance college and community relationships.

Bonner Foundation

<http://www.bonner.org>

The Corella and Bertram F. Bonner Foundation supports anti-poverty programs in the area of hunger and education. The Crisis Ministry Program concentrates its efforts in central New Jersey with support for 25 community-based and educational institutions combating poverty, especially in the area of hunger. Beginning at Berea College in fall 1990, the Foundation began supporting a four-year, service-based college scholarship program. The Bonner Scholar and Bonner Leader Programs have expanded to more than 75 schools across the country, providing "access to education, and an opportunity to serve" to more than 3,200 students annually. Since its founding in 1989, the Bonner Foundation has awarded more than \$86 million in annual grants and another \$85 million in Bonner Program Endowment awards to 20 participating colleges and universities. The Foundation has also led a number of federally-funded higher education consortium grants.

Campaign for the Civic Mission of Schools

<http://www.civicmissionofschools.org>

The Campaign for the Civic Mission of Schools is a coalition of 60+ organizations committed to improving the quality and quantity of civic learning in American schools. The Campaign's goal is to increase and improve civic learning in grades K-12 by working for policies that implement the recommendations of the Civic Mission of Schools report. This includes efforts to bring about changes in national, state, and local education policy. The Campaign is co-chaired by Justice Sandra Day O'Connor and former Congressman Lee Hamilton.

Campus Compact

<http://www.campuscompact.org>

Campus Compact is a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the civic purposes of higher education. The Compact envisions colleges and universities as vital agents and architects of a diverse democracy and challenges all of higher education to make civic and community engagement an institutional priority. The Compact promotes community service and community-based learning that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning and research into the curriculum and to advance their scholarship.

Campus Kitchens Project

<http://www.campuskitchens.org/national/>

A program of the nonprofit DC Central Kitchen, the Campus Kitchens Project is an emerging leader in community service for students and resourceful anti-hunger programs for communities around the country. The Project works with college campuses and student volunteers to recycle food from their cafeterias, turn these donations into nourishing meals, and deliver those meals to those who need it most. Hard at work on the campuses of 28 high schools, colleges, and universities across America, CKP partners with schools to share on-campus kitchen space, recover unused food from cafeterias, and engage students in preparing and delivering meals to those who need them. But meals are not all CKP serves. Responding to specific community issues, Campus Kitchens also provide nutrition education, tutoring for at-risk children, and culinary job training classes for unemployed adults. Campus kitchens also partner with local farmers, promoting sustainable food resources and economic development opportunities.

Center for Civic Engagement and Public Service, George Washington University

<http://www.gwu.edu/explore/campuslife/studentinvolvement/serviceengagement>

George Washington University's new university-wide Center for Civic Engagement and Public Service develops, extends, coordinates and showcases GW's leadership in service, service-learning and civic engagement.

Center for Civic Participation, Maricopa Community Colleges

<http://www.maricopa.edu/civic/>

The Maricopa Community Colleges' Center for Civic Participation (CCP) seeks to enrich public life and public discourse on Maricopa Community Colleges campuses and in the surrounding communities. The Center also serves to promote effective practices that support Maricopa's mission area related to civic responsibility. The goals of the Center are to increase awareness about policy issues, civic involvement, and how government works among Maricopa students, faculty, staff and the community, and to increase involvement of Maricopa students, faculty, staff, and the community in civic life at all levels.

Center for Community Based Learning, Occidental College

<http://departments.oxy.edu/ccbl/>

The mission of the Center for Community Based Learning (CCBL) is to institutionalize curriculum-based civic engagement. The CCBL's civic engagement approach is based on community organizing practices, and it aims at enriching student learning and commitment to social responsibility by engaging students, faculty, and off campus leaders as co-thinkers and collaborators, in order to make tangible contributions toward solving social justice related issues.

Center for Community Involvement, Miami Dade College

<http://www.mdc.edu/cqi/>

The Center for Community Involvement aims to enhance student learning, meet community needs, and foster civic responsibility and a sense of caring for others. This Center is responsible for all service-learning and America Reads activities of the College. In addition, the Center functions as a volunteer clearinghouse for students, staff, and faculty who wish to get involved in community service. With full-service Centers on three campuses, and outreach programs to all campuses, the Center for Community Involvement serves the entire College.

Center for Engagement and Community Development, Kansas State University

<http://www.k-state.edu/cecd/>

The Center for Engagement and Community Development is a place where university faculty and community leaders can come together to address community challenges, meet community needs, and realize community dreams through effective scholarship-based engagement. The mission of the Center is to promote engagement across the breadth of the university campus- in teaching, research, and outreach - and to connect the vast resources of the University to the significant issues of public need facing Kansas and communities worldwide.

Center for Faith-Based and Neighborhood Partnerships

<http://www.ed.gov/edpartners>

The mission of the Center for Faith-based and Neighborhood Partnerships at the Department of Education is to promote student achievement by connecting schools and community based organizations, both secular and faith-based. The Center is part of the White House Office of Faith-based and Neighborhood Partnerships within the Domestic Policy Council. The Center is currently working on a pilot initiative to engage community-based organizations in service to support school improvement, and a Presidential program to promote interfaith and community service on college campuses called the President's Interfaith and Community Service Challenge.

Center for Information and Research on Civic Learning and Engagement (CIRCLE)

<http://www.civicyouth.org>

Based at the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University, CIRCLE conducts research on the civic and political engagement of young Americans. CIRCLE provides timely analysis of youth voting, volunteering, media use, and activism, along with detailed studies of what works in civic education for k-12 students, students in higher education, and young adults without college experience. CIRCLE's special publications, such as [The Civic Mission of Schools](#) report (jointly published with Carnegie Corporation of New York, 2003), [Higher Education: Civic Mission & Civic Effects](#) (jointly published with The Carnegie Foundation for the Advancement of Teaching in 2006), and Peter Levine's book [The Future of Democracy](#) (2007) provide literature reviews and summaries.

Center for Leadership and Community Engagement, George Mason University

<http://clce.gmu.edu/>

The Center for Leadership and Community Engagement promotes civic engagement by facilitating the integration of community-based learning, leadership experiences and academic study.

Center for Politics, University of Virginia

<http://www.centerforpolitics.org/>

The Center for Politics seeks to promote the value of politics and the importance of civic engagement. Government works better when politics works better, and politics works better when citizens are informed and involved participants. Therefore, the Center strives to encourage citizens to actively participate in the political process and government; evaluate and promote the best practices in civic education for students of all ages; and educate citizens through the Center's comprehensive research, programs, and publications. The premiere program of the Center is the Youth Leadership Initiative that provides free programming and resources for fifty-thousand K-12 educators via its website, <http://www.youthleadership.net>.

Center for Public Deliberation, Colorado State University

<http://www.cpd.colostate.edu/>

Housed within the Communication Studies Department at Colorado State University, the Center for Public Deliberation (CPD) serves as an impartial resource for the Northern Colorado community, dedicated to enhancing local democracy through improved public communication and community problem solving. Deliberation requires safe places for citizens to come together, good and fair information to help structure the conversation, and skilled facilitators to guide the process, and the CPD seeks to provide those key ingredients. Undergraduate students participating in the CPD student associate program earn class credit while being trained as impartial deliberative practitioners, and work on all aspects of projects, including background research, issue framing, convening, meeting design, facilitation, reporting, and moving from talk to action.

Center for Social Justice, Georgetown University

<http://socialjustice.georgetown.edu/>

To advance justice and the common good, the Center for Social Justice (CSJ) at Georgetown University promotes and integrates community-based research, teaching and service by collaborating with diverse partners and communities. Guided by that mission and informed by Jesuit ideals, CSJ strives to consolidate and develop work involving students, faculty and community partners in three key areas: community and public service, curriculum and pedagogy, and research. CSJ builds upon and continues decades of vibrant student direct service and civic engagement in both student- and staff-led programs that respond to community needs and interests in the District, the nation and the world. It works with faculty and students to help develop and promote curricular offerings that incorporate social justice issues and the pedagogy of community-based learning. It also seeks to provide research opportunities for faculty and students to work in constructive and beneficial partnership with local, national and global communities and entities to create and advance knowledge to make positive differences in our neighborhoods, our nation and our world.

Civic Health Index

<http://www.ncoc.net/CHI>

An annual report that elevates the discussion of our nation's civic health by measuring a wide variety of civic indicators, America's Civic Health Index is an effort to educate Americans about our civic life and to motivate citizens, leaders and policymakers to strengthen it. The National Conference on Citizenship measures, tracks and promotes civic participation across the U.S. The creation of America's Civic Health Index and report is a cooperative effort of the National Conference on Citizenship, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the Tisch College of Citizenship and Public Service at Tufts University, and Harvard University's Saguaro Seminar: Civic Engagement in America.

Community Engagement Program, University of Massachusetts, Amherst

<http://www.honors.umass.edu/academics/csl/aboutus/index.html>

As part of the Commonwealth Honors College at the University of Massachusetts, Amherst, the Community Engagement Program (CEP) integrates academic learning and community engagement to foster leadership development and promote a more just society. Community service learning programs and courses place students in community service and use guided reflection on that service experience as a source of learning. The service becomes an important "text" for the course in dialogue with the other course readings. The CEP emphasizes collaboration among students, faculty, and community members to identify and work on the causes of social problems and to strengthen communities. CEP sponsors a five-course civic engagement and leadership development program, the Citizen Scholars Program, and an individualized major in civic engagement (Civic Engagement + X, the "X factor" being each student's special area of interest—environmental sustainability, youth development, non-profit management, etc.).

Community of Hope

<http://www.communityofhopedc.org/>

For 30 years, Community of Hope has helped improve the health and quality of life for low-income, homeless, and underserved families and individuals in the District of Columbia by providing healthcare, housing with supportive services, educational opportunities, and spiritual support.

Council for Adult and Experiential Learning

<http://www.cael.org>

The Council for Adult and Experiential Learning (CAEL) is a national, non-profit organization whose mission is to expand learning opportunities for adults. CAEL works to remove policy and organizational barriers to learning opportunities, identifies and disseminates effective practices, and delivers value-added services. Since its founding in 1974, CAEL has been providing colleges and universities, companies, labor organizations and state and local governments with the tools and strategies they need for creating practical, effective lifelong learning solutions. CAEL is unique in its knowledge of adult/employee learning practices and in its ability to work as an active intermediary between colleges and universities; corporations; labor unions; and government, community, and philanthropic entities.

Council for Christian Colleges and Universities

<http://www.cccu.org>

The Council for Christian Colleges and Universities is an international association of intentionally Christian colleges and universities. Founded in 1976, the Council aims to advance the cause of Christ-centered higher education through the various services to its members, including domestic and international travel study programs that promote civic learning and democratic engagement for our students in their host communities. The Council encourages its institutions to be involved in the public square and provides professional support for their programmatic efforts for student civic learning. The Council and its member institutions also promote student spiritual formation through service learning opportunities designed to meet social justice needs as a basic civic responsibility that stems from personal Christian faith.

The Democracy Imperative

<http://www.unh.edu/democracy>

Sponsored by the University of New Hampshire, the Democracy Imperative is a national network of scholars, campus leaders, and civic leaders committed to strengthening democracy in and through higher education. Members share an interest in education for a more deliberative democracy and work together to share ideas; steward and distribute knowledge; develop, validate, and disseminate practices; and encourage innovation. Members contribute resources and facilitate smaller communities of practice and help with Democracy Imperative projects. The Democracy Imperative acts as a resource to individuals and institutions by sponsoring workshops, sessions at national conferences, projects, and Webinars, and by providing tailored institutional support to interested colleges and universities.

Donelan Office of Community-Based Learning, College of the Holy Cross

<http://academics.holycross.edu/cbl>

The Donelan Office of Community Based Learning at Holy Cross develops academic courses and community learning opportunities for students in Worcester, Massachusetts. Holy Cross community-based learning projects aim to support local organizations and community initiatives. Students enrolled in a Community Based Learning course extend their learning outside the classroom into the community through work with nonprofit, community, & public organizations, or through an on-campus project that will benefit the Holy Cross community. Community-based learning courses can be found across the curriculum in most academic departments, concentrations and programs of the Center for Interdisciplinary and Special Studies. The Donelan Office also supports faculty and curriculum development initiatives as well as the CBL Scholars Program, a peer learning initiative that promotes students' reflective practice.

Everyday Democracy

<http://www.everyday-democracy.org>

Everyday Democracy helps people of different backgrounds and views talk, plan, and act together to address a variety of public issues to create communities that work for everyone. It places particular emphasis on the connection between complex public issues and structural racism. In the communities where Everyday Democracy provides customized assistance, they coach local coalitions, organizations and community leaders serving as a resource to help communities build their own abilities to create change.

Excelencia in Education

<http://www.edexcelencia.org>

Excelencia in Education aims to accelerate higher education success for Latino students by providing data-driven analysis of the educational status of Latino students and by promoting education policies and institutional practices that support their academic achievement. Excelencia in Education believes that using data and analysis to identify factors that influence the success of specific student populations helps establish the base line information from which to develop more effective policies, engage diverse stakeholders, and enhance the active and tactical responses needed to better serve Latino and all students.

Facing History and Ourselves

<http://www.facinghistory.org>

Facing History and Ourselves partners with school systems, universities and education ministries to deliver classroom strategies, resources and lessons that inspire young people to take responsibility for their world. Facing History's work is based on the premise that we need to—and can—teach civic responsibility, tolerance, and social action to young people, as a way of fostering moral adulthood. Each year, the organization reaches more than 1.9 million students through its global network of more than 28,000 trained educators, staff, adjunct faculty and international fellows to facilitate hundreds of seminars and workshops annually. At the heart of the organization's work is the resource book *Facing History and Ourselves: Holocaust and Human Behavior*, which explores the choices that led to critical episodes in history, and how issues of identity and membership, ethics and judgment have meaning today and in the future.

Human Services Program, George Washington University

<http://departments.columbian.gwu.edu/sociology/academics/undergraduate/bahumanservices>

With a solid grounding in social theory, and experience with issues of social justice, students in the Human Services Program at George Washington University are prepared to conduct research, attain advocacy positions, and assume leadership roles in not-for-profit and governmental agencies. The Program weaves together research, service-learning (in every course), literature, and theory to foster students' knowledge, skills, and abilities. Furthermore, the Program provides a spectrum of interaction with local human service organizations

to appropriately prepare students to serve in and work with diverse communities in addressing community-identified needs.

Imagining America

<http://www.imaginingamerica.org/>

Imagining America's mission is to animate and strengthen the public and civic purposes of humanities, arts and design through mutually beneficial campus-community partnerships that advance democratic scholarship and practice. Imagining America's programs focus on building a national community of publicly engaged scholars and artists, researching the scope and practices of public scholarship and art, creating models of program infrastructure, making new forms of knowledge visible and audible, establishing platforms for civic conversation, carrying out strategic educational and policy initiatives, and forging regional alliances.

Innovations in Civic Participation

<http://icicp.org/>

Innovations in Civic Participation (ICP) promotes sustainable development and social change through youth civic engagement. Through its activities both in the U.S. and internationally, ICP develops ideas and models for scaling up national youth service and service learning through legislative advocacy, capacity building, research, and publications. ICP has created and continues to strengthen an international community of practice that includes policymakers, practitioners, researchers and others who share an interest in youth civic engagement.

Institute on Ethnicity, Culture, and the Modern Experience, Rutgers University-Newark

<http://www.newark.rutgers.edu/newscenter/2010/12/2610/>

The Institute on Ethnicity, Culture, and the Modern Experience serves the greater Newark metropolitan region by reaching into the community at large with lectures, symposia, film, performances, exhibitions, and other programs that enhance public understanding of urban life, the social construction of difference, race relations, local history, urban youth culture, and education. Through programmatic partnerships, the Institute provides essential context for the good work of public institutions, among them the Newark Public Schools, The Newark Public Library, The Newark Museum, The New Jersey Performing Arts Center, Boys and Girls Club of Newark, WBGO, Public Radio in Newark, New Jersey Network, the New Jersey Historical Society, the American Jewish Committee, the National Park Service, and the New Jersey State Police. The Institute also sponsors the annual Marion Thompson Wright Lecture Series, which is among the nation's oldest and most distinguished scholarly series devoted to enhancing the historical literacy of a local community.

International Consortium for Higher Education, Civic Responsibility, and Democracy

<http://www.internationalconsortium.org/>

The International Consortium for Higher Education, Civic Responsibility and Democracy (IC), housed at the University of Pennsylvania, was established to bring together national institutions of higher education to promote education for democracy as a central mission of higher education around the world. IC seeks to explain and advance the contributions of higher education to democracy on college and university campuses, their local communities, and the wider society. The Consortium works in collaboration with the Council of Europe through its Committee on Higher Education and Research with 47 member countries.

Kettering Foundation

<http://www.kettering.org/>

The Kettering Foundation is an independent, nonpartisan research organization rooted in the American tradition of cooperative research. The Foundation explores ways that key political practices can be strengthened through innovations that emphasize active roles for citizens. The Foundation seeks to identify and address the challenges to making democracy work as it should through interrelated program areas that focus on citizens, communities, and institutions. Chartered as an operating corporation, Kettering does not make grants. The foundation's staff and extensive network of associates collaborate with community organizations, government agencies, researchers, scholars, and citizens, all of whom share their experiences with the Foundation.

Knight Foundation

<http://www.knightfoundation.org/>

The Knight Foundation seeks to advance journalism in and invest in the vitality of communities where the Knight brothers owned newspapers. Based on the belief that information is a core community need, the Foundation focuses on projects that promote informed, engaged communities and lead to transformational change.

Leadership and Community Service Learning Program, Adele H. Stamp Student Union, University of Maryland

<http://www.thestamp.umd.edu/lcsl/>

The mission of the Leadership and Community Service Learning Program is to promote positive social change through transformative learning and community engagement.

Learn and Serve America

<http://www.learnandserve.gov/>

Learn and Serve America is a program of the Corporation for National and Community Service, an independent federal agency created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation. Learn and Serve America supports and encourages service-learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. The program provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects by providing grant support for school-community partnerships and higher education institutions; providing training and technical assistance resources to teachers, administrators, parents, schools and community groups; and collecting and disseminating research, effective practices, curricula, and program models.

Lumina Foundation for Education

<http://www.luminafoundation.org/>

The Lumina Foundation for Education is a private, independent foundation established in Indianapolis in August 2000. It employs 46 staff members and has invested assets in excess of \$1 billion, making it one of the nation's top 40 private foundations. Lumina is the nation's largest foundation dedicated exclusively to increasing students' access to and success in postsecondary education. Its goal is to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025. Lumina pursues this goal in three ways: by identifying and supporting effective practice, by encouraging effective public policy, and by using its communications and convening capacity to build public will for change. Lumina has worked with and made grants to many colleges, universities, peer foundations, associations and other organizations that work to improve student access and outcomes across the nation. In 2010, Lumina approved nearly 100 grants—ranging from \$3,125 to \$2.8 million—for a total commitment of nearly \$43.4 million.

Maricopa Community Colleges District

<http://www.maricopa.edu/>

The Public Affairs Division of the Maricopa Community Colleges District (MCCD) includes the Center for Civic Participation, as well as the Government Relations and the Marketing and Public Relations offices. Through the Center for Civic Participation, the Public Affairs Division serves to support civic education and civic engagement programs within the colleges, and also oversees public engagement and community civil discourse projects on behalf of the college district, in partnership with public and nonprofit community organizations. The MCCD Governing Board just adopted outcomes for civic and community responsibility which all of the colleges will be accountable for achieving. MCCD is comprised of 10 colleges, 2 skill centers and numerous education centers in Maricopa County, Arizona. MCCD colleges serve over 260,000 students each year, and offer approximately 1,000 occupational programs, 37 academic associate degrees, and are the largest provider of health care workers and job training in Arizona.

Mathematical Association of America

<http://www.maa.org/>

The Mathematical Association of America is the largest professional society that focuses on mathematics at the undergraduate level. Association members include university, college, and high school teachers; graduate and undergraduate students; pure and applied mathematicians; computer scientists; statisticians; and many others in academia, government, business, and industry. The Association supports learning in the mathematical sciences by encouraging effective curriculum, teaching, and assessment at all levels. It also supports research, scholarship, and its exposition at all appropriate levels and venues, including research by undergraduates. The Association also works to influence institutional and public policy through advocacy for the importance, uses, and needs of the mathematical sciences.

Mobilize.org

<http://mobilize.org/>

Mobilize.org is an all-partisan organization that improves the way democracy works by investing in Millennial-driven solutions. Through a series of national convenings and investments in on and offline community projects, Mobilize.org engages Millennials (those born between the years 1976 and 1996) in identifying our society's most pressing issues and in creating long-term, sustainable solutions to address them.

Modern Language Association of America

<http://www.mla.org/>

Founded in 1883, the Modern Language Association of America has over thirty-thousand members in one hundred countries and is today one of the largest humanities organizations in the world. The MLA provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention with meetings on a wide variety of subjects and smaller seminars across the country, work with related organizations, and sustain one of the finest publishing programs in the humanities. The online *MLA International Bibliography* is a comprehensive bibliography in language and literature that serves scholars and students. The MLA publishes four periodicals: *PMLA*, the *ADE Bulletin*, the *ADFL Bulletin*, and *Profession*. The recent publication of three major reports, the *Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion*, *Foreign Languages and Higher Education: New Structures for a Changed World*, and *Education in the Balance: A Report on the Academic Workforce in English*, exemplifies the MLA's role as a leader in the higher education community.

NAACP, Civic Engagement Program

<http://www.naacp.org/programs/entry/civic-engagement/>

The NAACP's Civic Engagement Program helps raise awareness for political, educational, social and economic equality of minority group citizens in the electoral process. With approximately 2,200 adult branches, youth councils, and college chapters in 49 states, 5 countries and the District of Columbia, the NAACP is actively engaged in increasing the African American responsiveness of citizens to be fully engaged in the democratic process. Issues that the Program focuses on are the Census, reapportionment and redistricting, and electoral reform, among others.

NASPA-Student Affairs Administrators in Higher Education

<http://www.naspa.org/>

NASPA-Student Affairs Administrators in Higher Education is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of the student affairs profession to educating the whole student and integrating student life and learning. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, collaboration, access, service, fellowship, and the spirit of inquiry. Members serve a variety of functions and roles, including the vice president and dean for student life, as well as professionals working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment. NASPA serves its members through a wide range of services, including outstanding publications; a variety of professional development opportunities for student affairs individuals at all levels within the profession; and a comprehensive, content-rich website that is the most widely accessed website in the student affairs association community.

National Association of System Heads

<http://www.nashonline.org/>

The National Association of System Heads (NASH) is the association of the chief executives of the 52 colleges and university systems of public higher education in the United States and Puerto Rico. Formed in 1979 for the purpose of seeking improvement in the organization and governance of public higher education systems, NASH serves as a forum for the exchange of views and information among its members and with other higher education organizations, with special attention to the perspectives, problems, and opportunities of heads of systems as a unique category of higher education executives. NASH has defined a public higher education system as a group of two or more colleges or universities, each having substantial autonomy and headed by a chief executive or operating officer, all under a single governing board which is served by a system chief executive officer who is not also the chief executive officer of any of the system's institutions. Such a system is to be distinguished from a "flagship" campus with branch campuses, and also from a group of campuses or systems, each with its own governing board, that is coordinated by some state body.

National Center for Learning and Citizenship

http://www.ecs.org/html/projectsPartners/clc/clc_main.htm

The National Center for Learning and Citizenship (NCLC) assists state and local leaders in developing policies to help districts and schools provide students with the skills, knowledge and attitudes needed to be effective, contributing citizens. NCLC identifies and analyzes policies and practices that support effective service-learning and citizenship education; disseminates analyses of best practices and policy trends through issue briefs, tool kits, commissioned papers and other publications; and convenes national, state and local meetings and networks to share information about service-learning and citizenship education. NCLC also works closely with other national, state and local advocacy groups to contribute to a collective public voice in support of the civic mission of schools. NCLC's mission is to help state and district leaders promote, support and reward service-learning and citizenship education as essential components of America's education system. Housed at the

Education Commission of the States, NCLC complements the ECS mission with a unique level of expertise and collaboration within the fields of citizenship education and service-learning.

National Coalition for Dialogue and Deliberation

<http://ncdd.org/>

The National Coalition for Dialogue and Deliberation actively promotes learning and collaboration among practitioners, public leaders, scholars and organizations involved in dialogue, deliberation, and other innovative group processes that help people tackle complex issues. It holds national and regional conferences, online programs and resources, and numerous collaborative projects that provide opportunities for members of the dialogue and deliberation community to share knowledge, collaborate, and build relationships. The Coalition embraces and demonstrates the following values and principles: collaboration and active participation, openness and transparency, inclusivity, balance, curiosity and commitment to learning, action, and service to others.

National Council for the Social Studies

<http://www.socialstudies.org>

Founded in 1921, National Council for the Social Studies (NCSS) is the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating for social studies education and defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

National Issues Forum

<http://www.nifi.org>

National Issues Forums is a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. It is rooted in the simple notion that people need to come together to reason and talk—to deliberate about common problems. These forums, organized by a variety of organizations, groups, and individuals, offer citizens the opportunity to join together to deliberate, to make choices with others about ways to approach difficult issues and to work toward creating reasoned public judgment. Forums focus on an issue such as health care, immigration, Social Security, or ethnic and racial tensions. They provide a way for people of diverse views and experiences to seek a shared understanding of the problem and to search for common ground for action.

National Endowment for the Humanities

<http://www.neh.gov>

Created in 1965, the National Endowment for the Humanities (NEH) is an independent federal agency that promotes excellence in the humanities and is one of the largest funders of humanities programs in the United States. The Endowment provides grants for high-quality humanities projects in four funding areas: preserving and providing access to cultural resources, education, research, and public programs. The grants strengthen teaching and learning in the humanities in schools and colleges across the nation; facilitate research and original scholarship; provide opportunities for lifelong learning; preserve and provide access to cultural and educational resources; and strengthen the institutional base of the humanities. NEH recently launched a new initiative, called *Bridging Cultures*. The initiative encourages projects that explore the ways in which cultures from around the globe, as well as the myriad subcultures within America's borders, have influenced American society. One of

the themes of *Bridging Cultures* is “Civility and Democracy”, which draws on diverse humanities disciplines—for example, political and cultural history, ethics or jurisprudence—to examine the relationship of civility to the common good; the sociological and cultural seedbeds of civility; and the ways that civility has served, historically, to bridge cultural divides, both domestic and international.

New England Resource Center for Higher Education

<http://www.nerche.org>

The New England Resource Center for Higher Education (NERCHE) is committed to collaborative change processes in higher education to address social justice in a diverse democracy. As a center for inquiry, research, and policy, NERCHE supports administrators, faculty, and staff across the region in becoming more effective practitioners and leaders as they navigate the complexities of institutional innovation and change. NERCHE’s research projects, programs, and activities draw upon the practitioner perspective to improve practice and to inform and influence policy, moving from the local to regional and national levels. The Center’s work is informed by a grassroots approach to developing collaborative leadership, oriented to building diverse and inclusive communities.

New Leadership Alliance for Student Learning and Assessment

<http://www.newleadershipalliance.org>

The New Leadership Alliance for Student Learning and Accountability, an advocacy-focused organization, leads and supports voluntary and cooperative efforts to move the higher education community towards gathering, reporting on, and using evidence to improve student learning in American undergraduate education. The Alliance envisions a self-directed, professional higher education community that produces an increasing number of college graduates with high quality degrees in preparation for work, life, and responsible citizenship. Through the promotion of shared principles, recommended actions, and innovative initiatives, the Alliance aims: to shape attitudes, practices, and policies related to gathering, reporting on, and using evidence to improve student learning; to promote the establishment of new professional norms for gathering, reporting on, and using evidence of student learning; to increase public confidence in the quality of undergraduate education provided by American colleges and universities.

Office of Civic Engagement, Rutgers University-Camden

<http://www.camden.rutgers.edu/about-us/community-outreach>

The goal of the Office of Civic Engagement is to develop strategies for integrating civic engagement into the teaching and research endeavors of the Camden campus of Rutgers, and to develop and implement meaningful collaborations between Rutgers and the city of Camden by working closely with community stakeholders at every level, including neighborhood organizations, faith-based centers, government, educational institutions, businesses, non-profit entities, and other engaged groups.

Office for Public Engagement, University of Minnesota

<http://www.engagement.umn.edu/>

Public engagement at the University of Minnesota is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. The University’s engagement work is facilitated across more than 200 public engagement units and centers across the system’s five campuses. Along with addressing important and challenging societal issues (domestically and internationally), public

engagement enhances the University's capacity to conduct rigorous, significant research that benefits society and offer its students a broad array of meaningful and transformational community-based learning experiences.

Office of Service-Learning, Duquesne University

<http://www.duq.edu/service-learning/>

Duquesne University's Office of Service-Learning administrates the university-wide service-learning program and the academic facets of community-university partnerships in the Hill District and Hazelwood areas of Pittsburgh.

Ohio State University Extension

<http://extension.osu.edu>

The Extension system is the world's largest non-formal educational and university outreach and engagement system. It is an outreach and engagement arm of land-grant universities designed to embed the university with the community while translating research to application and then shaping future research. Extension professionals develop and implement educational programs integrating the needs of the local community with the research developed by faculty at land-grant universities across the country. Through these collaborations, the Extension system is addressing state, national, and global issues. This national educational outreach and engagement program is a partnership of a state's land-grant university (such as The Ohio State University), the National Institute of Food and Agriculture and state and local government. Educational programming focuses primarily on issues related to family and consumer sciences, agricultural and natural resources, community development and 4-H youth development. Innovation and collaboration across the university is supporting multifaceted approaches to engaging with communities on critical issues.

Phi Beta Kappa Society

<http://www.pbk.org>

Founded in 1776, the Phi Beta Kappa Society has embraced the principles of freedom of inquiry and liberty of thought and expression. It celebrates and advocates excellence in the liberal arts and sciences by sponsoring activities to advance these studies—the humanities, the social sciences, and the natural sciences—in higher education and in society at large.

Philanthropy for Active Civic Engagement

<http://www.pacefunders.org>

The mission of the Philanthropy for Active Civic Engagement (PACE) is to inspire interest, understanding, and investment in civic engagement. PACE is building a learning community comprised of grant-makers who will invest time and resources in building their own knowledge and sharing knowledge with others about ways to strengthen democratic practice in communities across the nation. PACE members share the belief that broad and informed public participation is the bedrock of a free, democratic, and civil society. PACE is pioneering an innovative model of reciprocal membership, a model that expects a high level of engagement among its membership and in return provides a rich and meaningful environment within which to build knowledge and better grant-making practices.

Project Kaleidoscope

<http://www.aacu.org/pkal/>

Since its founding in 1989, Project Kaleidoscope (PKAL) has been one of the leading advocates in the United States for building and sustaining strong undergraduate programs in the fields of science, technology, engineering, and mathematics (STEM). With an extensive network of over 5,500 faculty members and administrators at more than 750 colleges and universities, PKAL has developed far-reaching influence in shaping undergraduate STEM learning environments that attract and retain undergraduate students. PKAL accomplishes its work by engaging campus faculty and leaders in funded projects, national and regional meetings, community-building activities, leadership development programs, and publications that are focused on advancing what works in STEM education.

Project Pericles

<http://www.projectpericles.org>

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs. Founded in 2001 by educational philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions, called Pericleans, as they individually and collaboratively develop model civic engagement programs in their classrooms, on their campuses, and in their communities. Currently, Periclean colleges and universities across the country are each implementing a unique program of curricular and co-curricular initiatives that prepare and encourage students to become active, responsible citizens.

Public Agenda

<http://www.publicagenda.org>

Since its founding in 1975 by Dan Yankelovich and Cyrus Vance, the nonpartisan and nonprofit Public Agenda has worked to enhance democratic problem solving by helping leaders better understand and more effectively engage citizens. Public Agenda offers research and public engagement services that promote sustainable solutions to complex issues such as improving K-12 and higher education, addressing climate change and reforming health care.

Public Conversations Project

<http://www.publicconversations.org/>

The Public Conversations Project (PCP) works in the U.S. and internationally to help people with profound identity, values and religious differences to enhance the ways they relate to one another by changing the ways they speak together. PCP has fused thinking and techniques from family therapy and other disciplines into a dialogic approach that re-humanizes opponents and raises mutual understanding and regard through reflection, preparation and intentional speaking. For over 20 years PCP has offered teaching, consultation, conference design and dialogue facilitation to leaders, practitioners, university faculty, students, and partisans in such major conflicts as abortion, sexual orientation, post-war living in Africa and the Israeli-Palestinian conflict, among others.

Rape, Abuse & Incest National Network

<http://www.rainn.org/>

The Rape, Abuse & Incest National Network (RAINN) is the nation's largest anti-sexual assault organization. RAINN operates the National Sexual Assault Hotline at 1.800.656.HOPE and the National Sexual Assault Online Hotline at rainn.org, and publicizes the hotline's free, confidential services; educates the public about sexual assault; and leads national efforts to prevent sexual assault, improve services to victims and ensure that rapists are brought to justice.

Service Learning Center, Bentley University

<http://www.bentley.edu/service-learning/>

The Bentley Service-Learning Center promotes academic learning through community service within the context of a business university. BSLC service sites provide students with the opportunity to interact with individuals from diverse backgrounds – including race, gender, nationality, age, socio-economic, religion, (dis)ability and sexual orientation. Students have the opportunity to develop interpersonal competencies such as communication, leadership and management skills in real-world situations.

Society for Developmental Biology

<http://www.sdbonline.org>

The Society for Developmental Biology (SDB) was founded in 1939 to promote the field of developmental biology and to advance our understanding of developmental biology at all levels. The SDB fosters excellence in research and education in developmental biology and related areas and provides advice and resources on careers and information for the public on relevant topics in developmental biology. SDB provides a communication hub for all developmental biologists. The SDB is associated with the journal *Developmental Biology* and organizes scientific meetings that focus on developmental biology and related fields; the SDB has established programs to interface with the international community of developmental biologists; and the SDB maintains its website that covers all aspects of developmental biology.

Spencer Foundation

<http://www.spencer.org>

Established in 1962, the Spencer Foundation investigates ways in which education, broadly conceived, can be improved around the world. Founded on the belief that research is necessary to the improvement in education, the Foundation is committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

Sustained Dialogue Campus Network

<http://www.sdscampusnetwork.org>

The Sustained Dialogue Campus Network helps develop everyday leaders who engage differences as strengths to improve campuses, workplaces, and communities. It is an initiative of the International Institute for Sustained Dialogue, an organization founded in 2002 to promote the process of Sustained Dialogue for transforming racial, ethnic, and other deep-rooted conflicts in the United States and abroad.

Teach For America, George Washington University

<http://gwired.gwu.edu/calltoserve/faces/teachforamerica/>

Teach for America is the national corps of recent college graduates of all academic majors and career interests who commit two years to teach in urban and rural public schools and become leaders in the effort to expand educational opportunity. Teach for America's goal is to eliminate educational inequity by enlisting the nation's most promising future leaders in the effort. Corps members work to ensure that more students growing up today in our country's lowest-income communities are given the educational opportunities they deserve. TFA has been the largest employer of George Washington University graduates for the past five years. About 30-50 GW students join the Corps on an annual basis, changing the lives of students from DC to Hawaii and many places in between.

Thayne Center for Service and Learning, Salt Lake Community College

<http://www.slcc.edu/thaynecenter/>

The Thayne Center for Service and Learning at Salt Lake Community College believes institutions of higher education have a responsibility to cultivate an engaged citizenry. The center is dedicated to empowering students and faculty to realize they have the knowledge and skills to affect positive change in their community. Their mission is to establish capacity-building relationships with community organizations, facilitate service-learning development opportunities for faculty, and coordinate service leadership programs for students who are out to change the world.